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Teacher's Power Pack

Shine On!

Klasa

II

Kompendium nauczyciela

- Przewodnik nauczyciela ze stronami z podręcznika
- Kod dostępu do *Teacher's Resource Centre*
- Kod dostępu do oprogramowania do tablic interaktywnych

Marie Delaney
Freia Layfield



Teacher's Guide

Dear Teacher,

Thank you for choosing *Shine On!* Lucy, Jack, Megabyte, and I are happy to welcome you to our wonderful world. We're going to have so much fun learning English together. We give you everything you'll need to make your English class a fun and interesting place to be.

Together, we're going to sing songs, read stories, watch videos, do crafts, and even act and dance! It'll be fun for all your students and for you too.

Everyone can join in and have the chance to shine!

Let's get started!

From,

Uncle Alex



Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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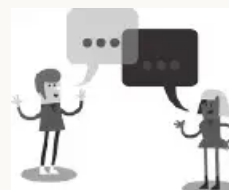
Teacher's Resource Pack Flashcards

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Scope and sequence

Starter Unit Welcome Back!

Objectives	Vocabulary	Structures
Listening (Oral comprehension) - Listen and identify numbers and letters. - Present and practise the names of the course characters. - Present and practise greetings. - Listen to a song. - Listen to a chant. Speaking (Oral production and interaction) - Practise greetings in the context of a song. - Count and play a numbers game. - Spell your own name. - Ask someone to spell their name. - Act out a story.	Active <i>Numbers 1–20, letter names A–Z, new, neighbours; family members; toys; greetings; feelings</i> Extension <i>ladder, lawnmower, newspaper</i> Passive <i>sing, move, listen, point, say, play, chant, close your book, count, forwards, backwards, read, ask, answer, act</i>	Active <i>Welcome! Nice to meet you. And you. How do you spell 'Jack'? Who's that?</i> Passive <i>Talk about the story.</i>
Educational Activities Classroom Presentation Tool Animated version of a song. Animated version of a story. Collaborative learning Lesson 3 Listen and read. Act.		

Icons used in the Class Book and or Workbook

-  – students use a separate notebook to write their answers
-  1.22 – listening with track number
-  1.20 – song listening with track number
-  **Think** – cognitive activity
-  **English at home** – students share specific tasks with friends and family at home



Unit 1 Happy Birthday!

Objectives	Vocabulary	Structures
Listening (Oral comprehension) - Listen and identify vocabulary: party things. - Review the vocabulary and grammar from a previous unit. - Practise the new vocabulary in a chant. - Listen and practise a grammar structure: There's a (present). There are (five cards). - Practise the vocabulary and grammar in a song. - Work on pronunciation /k/. - Present a new set of vocabulary through a story: toys. - Consolidate the vocabulary and grammar of the unit through a story. <i>Everyday English!:</i> practise a short everyday English exchange taken from the story. - Use a structure and vocabulary to express a CLIL concept (Maths). Speaking (Oral production and interaction) - Name party things. - Describe a picture. - Act out a story. - Practise using everyday English phrases. - Talk about shapes. - Consider and discuss a value: making friends. Reading (Comprehension of written language) - Read song lyrics. - Read a cartoon story with visual and audio support. - Read a short CLIL text with visual and audio support. Writing (Production of written language) - Personalizing the content of the unit. Reflection on language and learning - Self-evaluating progress.	Active <i>clown, hat, balloon, candle, present, cup, card, cake, bike, robot, basketball, puzzle, balloon, car, dog; numbers, colours</i> Extension <i>ribbon, envelope, plate</i> Passive <i>mime, word, draw, party things, different colours, find it, write, choose, make, hooray, look, sorry, true, false, repeat, activity, another, guess, number, picture, these, sentences</i> CLIL <i>circle, triangle, rectangle, square</i>	Active <i>There's a/one (present). There are (five cards). How many (presents)? It's (a red balloon). Happy birthday! I'm (Jack).</i> Passive <i>At the party, let's twist/stamp, everybody shout, for your friend, in Polish, We make new friends. Match the bold words to the shapes, What's missing? Which puzzle is it?</i> Everyday English! <i>How old are you? I'm (eight). Me, too!</i> CLIL <i>Is there a (circle)? Yes, there is. No, there isn't.</i>
	Educational Activities Classroom Presentation Tool Animated version of a song. Animated version of a story. Complete craft activities. Make a card for your friend. Say. Make a party hat. Play and say. Collaborative learning Lesson 4 Listen and read. Act. <i>Everyday English!:</i> Listen and repeat. Act it out. Civic literacy and citizenship Our Values: We make new friends. Review and evaluate Test for Unit 1.	

Unit 2 What Weather!

Objectives	Vocabulary	Structures
Listening (Oral comprehension) - Listen and identify vocabulary: weather and seasons. - Review vocabulary and grammar from previous units. - Practise the new vocabulary in a chant. - Listen and practise a grammar structure: What's the weather like (today)? It's (rainy). - Practise the vocabulary and grammar in a song. - Work on pronunciation /i/. - Extend the vocabulary set through a story. - Consolidate the vocabulary and grammar of the unit through a story. <i>Everyday English!</i>: practise a short everyday English exchange taken from the story. - Use a structure and vocabulary to express a CLIL concept (Geography). Speaking (Oral production and interaction) - Name weather and seasons. - Use the target language in a cross-curricular context. - Describe weather in different parts of a country. - Practise using everyday English phrases. - Consider and discuss a value: We share our things. Reading (Comprehension of written language) - Read song lyrics. - Read a cartoon story with visual and audio support. - Read a short CLIL text with visual and audio support. Writing (Production of written language) - Personalizing the content of the unit. Reflection on language and learning - Self-evaluating progress.	Active <i>autumn, windy, stormy, winter, snowy, spring, cloudy, rainy, summer, sunny, wet, dry, cold, hot</i> Extension <i>umbrella</i> Passive <i>weather, mind map, season, letter, machine, window, surprise, later, map, Poland, missing, wheel</i> CLIL <i>north, south, east, west</i>	Active <i>What's the weather like today? What's the weather like in (winter)? It's (rainy).</i> Passive <i>(Gdańsk) is in the (north). We share our things.</i> Everyday English! <i>I don't understand. Let's check.</i> CLIL <i>Is it (sunny) in the (north)? Yes, it is. No, it isn't.</i>
Educational Activities Classroom Presentation Tool Animated version of a song. Animated version of a story. Complete craft activities. Make a weather window. Play and say. Make a weather wheel. Play and say. Collaborative learning Lesson 4 Listen and read. Act. <i>Everyday English!</i> : Listen and repeat. Act it out. Civic literacy and citizenship Our Values: We share our things. Review and evaluate Test for Unit 2.		

Unit 3 My Clothes!

Objectives	Vocabulary	Structures
Listening (Oral comprehension) - Listen and identify vocabulary: clothes. - Review vocabulary and grammar from previous units. - Practise the new vocabulary in a chant. - Listen and practise a grammar structure: I'm wearing (a jacket). - Practise the vocabulary and grammar in a song. - Work on pronunciation /w/. - Extend the vocabulary through a story. - Consolidate the vocabulary and grammar of the unit through a story. <i>Everyday English!</i>: practise a short everyday English exchange taken from the story. - Use a structure and vocabulary to express a CLIL concept (Science). Speaking (Oral production and interaction) - Name clothes. - Describe what you or someone else is wearing. - Use the target language in a cross-curricular context. - Describe what clothes are made of. - Practise using everyday English phrases. - Consider and discuss a value: looking after clothes. Reading (Comprehension of written language) - Read song lyrics. - Read a cartoon story with visual and audio support. - Read a short CLIL text with visual and audio support. Writing (Production of written language) - Personalizing the content of the unit. Reflection on language and learning - Self-evaluating progress.	Active <i>jacket, cap, socks, trousers, shirt, dress, boots, shoes, T-shirt, sweater, shorts, skirt; colours, weather</i> Extension <i>sunglasses, jeans, trainers</i> Passive <i>clothes, label, dress (v), bear, flip book</i> CLIL <i>cotton, wool, plant, sheep</i>	Active <i>I'm wearing a (jacket). I'm wearing (boots). It's (hot and sunny).</i> Passive <i>Draw yourself wearing your favourite clothes. How about a (T-shirt)? (Cotton) is from a (plant). We look after our clothes.</i> Everyday English! <i>I'm (cold). Put on your (jacket).</i> CLIL <i>He's/She's wearing a (hat). It's made of (wool).</i>
	Educational Activities Classroom Presentation Tool Animated version of a song. Animated version of a story. Complete craft activities. Dress Billy Bear. Play and say. Make your flip book. Play and say. Collaborative learning Lesson 4 Listen and read. Act. <i>Everyday English!</i> : Listen and repeat. Act it out. Civic literacy and citizenship Our Values: We look after our clothes. Review and evaluate Test for Unit 3.	

Unit 4 Home, Sweet Home

Objectives	Vocabulary	Structures
Listening (Oral comprehension) - Listen and identify vocabulary: parts of a house. - Review vocabulary and grammar from previous units. - Practise the new vocabulary in a chant. - Listen and practise a grammar structure: Where's (Uncle Alex)? (He)'s in the (garden). - Practise the vocabulary and grammar in a song. - Work on pronunciation /ɪ/. - Present a new set of vocabulary through a story: furniture. - Consolidate the vocabulary and grammar of the unit through a story. <i>Everyday English!</i>: practise a short everyday English exchange taken from the story. - Use a structure and vocabulary to express a CLIL concept (History). Speaking (Oral production and interaction) - Name parts of a house. - Ask and say where someone is in a house. - Consider and discuss a value: tidying up after craft. - Practise using everyday English phrases. - Ask and answer about features of a town, now and in the past. Reading (Comprehension of written language) - Read song lyrics. - Read a cartoon story with visual and audio support. - Read a short CLIL text with visual and audio support. Writing (Production of written language) - Personalizing the content of the unit. Reflection on language and learning - Self-evaluating progress.	Active <i>attic, house, bedroom, bathroom, living room, dining room, kitchen, garden, bed, sofa, bath, table; family</i> Extension <i>TV, sink, cooker</i> Passive <i>room, home, name, memory game, plan of your home, people, cool, silly, town, poster, correct, board game</i> CLIL <i>old, new, tall, building, bridge</i>	Active <i>Where's (Uncle Alex)? Where's my (dad)? (He)'s in the (garden). Where's the (sofa)? It's in the (living room). There's a (lion).</i> Passive <i>We tidy up after craft. Here's a bed. What's that?</i> Everyday English! <i>I'm scared.</i> <i>Don't worry.</i> CLIL <i>Are there (old buildings)? Yes, there are. No, there aren't. There are (old buildings). There's a (bridge).</i>
Educational Activities Classroom Presentation Tool Animated version of a song. Animated version of a story. Complete craft activities. Put the people in the house. Play and say. Make a board game. Play and say. Collaborative learning Lesson 4 Listen and read. Act. <i>Everyday English!</i> : Listen and repeat. Act it out. Civic literacy and citizenship Our Values: We tidy up after craft. Review and evaluate Test for Unit 4.		

Unit 5 At the Beach

Objectives	Vocabulary	Structures
Listening (Oral comprehension) - Listen and identify vocabulary: actions. - Review vocabulary and grammar from previous units. - Practise the new vocabulary in a chant. - Listen and practise a grammar structure: I can/can't (swim). - Practise the vocabulary and grammar in a song. - Work on pronunciation /ŋ/. - Extend the vocabulary through a story. - Consolidate the vocabulary and grammar of the unit through a story. <i>Everyday English!</i>: practise a short everyday English exchange taken from the story. - Use a structure and vocabulary to express a CLIL concept (Art). Speaking (Oral production and interaction) - Name actions. - Say what you and someone else can and can't do. - Use the target language in a cross-curricular context. - Practise using everyday English phrases. - Consider and discuss a value: trying hard. Reading (Comprehension of written language) - Read song lyrics. - Read a cartoon story with visual and audio support. - Read a short CLIL text with visual and audio support. Writing (Production of written language) - Personalizing the content of the unit. Reflection on language and learning - Self-evaluating progress.	Active <i>swim, dive, walk, sing, shout, climb, cook, run, dance, jump, fly, catch</i> Extension <i>throw, float, play the guitar</i> Passive <i>tick, cross, things you can do, certificate, but, beach, tell, class, sort, children, dice</i> CLIL <i>draw, take photos, make a sculpture, paint</i>	Active <i>I can (swim). I can't (cook). Can you (swim)? Yes, I can. No, I can't.</i> Passive <i>Do the actions. Watch out! This is Lily's (sister). We try hard.</i> Everyday English! <i>Oh dear! Quick!</i> CLIL <i>He/She can (paint).</i>
Educational Activities Classroom Presentation Tool Animated version of a song. Animated version of a story. Complete craft activities. Make a certificate. Say. Make a dice. Play and say. Collaborative learning Lesson 4 Listen and read. Act. <i>Everyday English!</i> : Listen and repeat. Act it out. Civic literacy and citizenship Our Values: We try hard. Review and evaluate Test for Unit 5.		

Unit 6 Animal Fun!

Objectives	Vocabulary	Structures
Listening (Oral comprehension) - Listen and identify vocabulary: farm animals. - Review vocabulary and grammar from previous units. - Practise the new vocabulary in a chant. - Listen and practise a grammar structure: (A duck) can (swim). Can (a cow) (fly)? Yes, it can. No, it can't. - Practise the vocabulary and grammar in a song. - Work on pronunciation /g/. - Present a new set of vocabulary through a story: wild animals. - Consolidate the vocabulary and grammar of the unit through a story. <i>Everyday English!</i>: practise a short everyday English exchange taken from the story. - Use a structure and vocabulary to express a CLIL concept (Science). Speaking (Oral production and interaction) - Name and describe animals. - Describe, ask and answer about what animals can do. - Practise using everyday English phrases. - Use the target language in a cross-curricular context. - Consider and discuss a value related to the topic: being a good loser. Reading (Comprehension of written language) - Read song lyrics. - Read a cartoon story with visual and audio support. - Read a short CLIL text with visual and audio support. Writing (Production of written language) - Personalizing the content of the unit. Reflection on language and learning - Self-evaluating progress.	Active <i>sheep, horse, donkey, cow, goat, chicken, duck, pig, bat, squirrel, frog, fox; actions, numbers, animals</i> Extension <i>farmer, tractor, bull</i> Passive <i>outline, animal, table, calypso, quiz machine, wow, questions, group</i> CLIL <i>amphibian, mammal, bird, reptile, newt</i>	Active <i>(A duck) can (swim). Can (a cow) (fly)? Yes, it can. No, it can't. It can (dive). It can't (fly). I'm (yellow and white). I've got (two legs). What am I?</i> Passive <i>Look at me! You're my favourite animal. We are good losers.</i> Everyday English! <i>What's your favourite animal? A (bat).</i> CLIL <i>A (fox) is a (mammal). Can all (birds fly)?</i>
Educational Activities Classroom Presentation Tool Animated version of a song. Animated version of a story. Complete craft activities. Make an animal quiz machine! Play and say. Play the game and say. Collaborative learning Lesson 4 Listen and read. Act. <i>Everyday English!</i>: Listen and repeat. Act it out. Civic literacy and citizenship Our Values: We are good losers. Review and evaluate Test for Unit 6.		

Unit 7 Picnic Time!

Objectives	Vocabulary	Structures
Listening (Oral comprehension) - Listen and identify vocabulary: food. - Review vocabulary and grammar from previous units. - Practise the new vocabulary in a chant. - Listen and practise a grammar structure: I like (salad). I don't like (cheese). - Practise the vocabulary and grammar in a song. - Work on pronunciation /p/ and /pl/. - Extend the vocabulary through a story. - Consolidate the vocabulary and grammar of the unit through a story. <i>Everyday English!</i>: practise a short everyday English exchange taken from the story. - Use a structure and vocabulary to express a CLIL concept (History). Speaking (Oral production and interaction) - Name foods. - Talk, ask and answer about likes and dislikes. - Use the target language in a cross-curricular context. - Practise using everyday English phrases. - Consider and discuss a value: making healthy food choices. Reading (Comprehension of written language) - Read song lyrics. - Read a cartoon story with visual and audio support. - Read a short CLIL text with visual and audio support. Writing (Production of written language) - Personalizing the content of the unit. Reflection on language and learning - Self-evaluating progress.	Active <i>chicken, rice, pasta, milk, salad, yogurt, cheese, bread, chips, ice cream, sweets, water, lemons</i> Extension <i>juice, crisps, biscuits</i> Passive <i>picnic, alphabetical order, list, food, plate, survey, most popular</i> CLIL <i>tongue, taste, salty, sweet, sour</i>	Active <i>I like (salad). I don't like (cheese). There's (chicken) and (salad). I'm hungry. Me, too.</i> Passive <i>I'm OK. We choose healthy food.</i> Everyday English! <i>What's wrong?</i> <i>I feel sick. My (tummy) hurts.</i> CLIL <i>Do you like (salty foods)? Yes, I do. No, I don't. What's your favourite (salty) food?</i>
	Educational Activities Classroom Presentation Tool Animated version of a song. Animated version of a story. Complete craft activities. Make a food plate. Say. Make a food book. Say. Collaborative learning Lesson 4 Listen and read. Act. <i>Everyday English!</i>: Listen and repeat. Act it out. Civic literacy and citizenship Our Values: We choose healthy food. Review and evaluate Test for Unit 7.	

Unit 8 Let's Play!

Objectives	Vocabulary	Structures
Listening (Oral comprehension) - Listen and identify vocabulary: sports and games equipment. - Review vocabulary and grammar from previous units. - Practise the new vocabulary in a chant. - Listen and practise a grammar structure: I've got (a board game). I haven't got (a counter). - Practise the vocabulary and grammar in a song. - Work on pronunciation /f/ and /v/. - Extend the vocabulary through a story. - Consolidate the vocabulary and grammar of the unit through a story. <i>Everyday English!:</i> practise a short everyday English exchange taken from the story. - Use a structure and vocabulary to express a CLIL concept (Maths). Speaking (Oral production and interaction) - Name sports and games equipment. - Talk, ask and answer about what you have/ haven't got. - Use the target language in a cross-curricular context. - Practise using everyday English phrases. - Consider and discuss a value related to the topic: working together. Reading (Comprehension of written language) - Read song lyrics. - Read a cartoon story with visual and audio support. - Read a short CLIL text with visual and audio support. Writing (Production of written language) - Personalizing the content of the unit. Reflection on language and learning - Self-evaluating progress.	Active <i>canoe, paddle, goal, football, helmet, rollerskates, board game, counters, trampoline, hula hoop, skipping rope, skateboard; toys, colours, clothes, numbers</i> Extension <i>lifejacket, hoop, ramp</i> Passive <i>pairs, bingo, copy, spot the difference</i> CLIL <i>block, graph, students</i>	Active <i>I've got (a board game). I haven't got (a counter). How many (helmets)? (Twelve)</i> Passive <i>We're outside! We're having fun! It's OK. Let's play together. It's fun to play with you. It's great with two. It's Sports Day! Jump on! Come on! Watch me! (Five) students have got (a trampoline). We work together.</i> Everyday English! <i>You can do it!</i> CLIL <i>Have you got (a hula hoop)? Yes, I have. No, I haven't.</i>
	Educational Activities Classroom Presentation Tool Animated version of a song. Animated version of a story. Complete craft activities. Make a bingo board. Play and say. Spot the difference. Look and say. Collaborative learning Lesson 4 Listen and read. Act. <i>Everyday English!:</i> Listen and repeat. Act it out. Civic literacy and citizenship Our Values: We work together. Review and evaluate Test for Unit 8.	

Play The Elves and the Shoemaker

Objectives	Vocabulary	Structures
- To review language from the level. - To prepare a performance.	Active <i>elves, shoemaker, workshop, money, night time, daytime, next day</i>	Active <i>Samuel isn't in bed.</i>
	Educational activities Preparing and performing the play. Review and evaluate End-of-year Test.	

Culture 1 Birthday Parties

Objectives	Vocabulary	Structures
- To present and practise six new items of vocabulary. - To think about venues for birthday parties and compare experiences to own culture. - To review the vocabulary from Units 1 and 2.	Active <i>a bowling alley, an indoor playground, home, a cinema, a park, a water park; party things, weather and seasons</i>	Active <i>My birthday is in the (summer). This is my party. It's at (my home/an indoor playground).</i>
	Passive <i>birthday party, compare, the UK</i>	Passive <i>Which places are good for a summer/winter birthday party?</i>
Educational activities Complete a craft activity. Draw your birthday party.		

Culture 2 Holidays!

Objectives	Vocabulary	Structures
- To present and practise six new items of vocabulary and a new grammar structure. - To think about places to stay on holiday. - To review the vocabulary from Units 3 and 4.	Active <i>camper van, hotel, caravan, tent, cottage, boat; rooms, furniture clothes, weather</i>	Active <i>There isn't a (bathroom). There's one bedroom. There are two beds. This is my favourite holiday place.</i>
		Passive <i>Which places are good for a summer/winter holiday? Who has got five rooms? Draw yourself on holiday.</i>
Educational activities Complete a craft activity. Draw yourself on holiday. Review and evaluate Mid-year Test covering Units 1- 4.		

Culture 3 Garden Visitors

Objectives	Vocabulary	Structures
- To present and practise six new items of vocabulary. - To think about animals we see in our gardens. - To review the vocabulary from previous units.	Active <i>hedgehog, rabbit, butterfly, snail, mouse/ mice, bee, fox, frog, bat, squirrel, bird; actions</i>	Active <i>(A snail) can't (run), but it can (climb). Can it (run)? Yes, it can. No, it can't.</i>
	Passive <i>visitor, daytime, night time</i>	<i>There are (two mice).</i> <i>This is my favourite garden visitor. It's a (butterfly).</i>
Educational activities Complete a craft activity. Draw your favourite garden visitor.		

Festivals

Bonfire Night

Objectives	Vocabulary	Structures
- To present and practise six new items of vocabulary. - To learn about what happens on Bonfire Night in the UK and compare to own experiences of celebrating with fireworks.	Active <i>bonfire, danger, fireworks, sparkler, hot dogs, toffee apples</i>	Active <i>We eat hot dogs.</i> Passive <i>When do you have fireworks?</i>
	Educational activities Complete a craft activity. Make a Bonfire Night picture.	

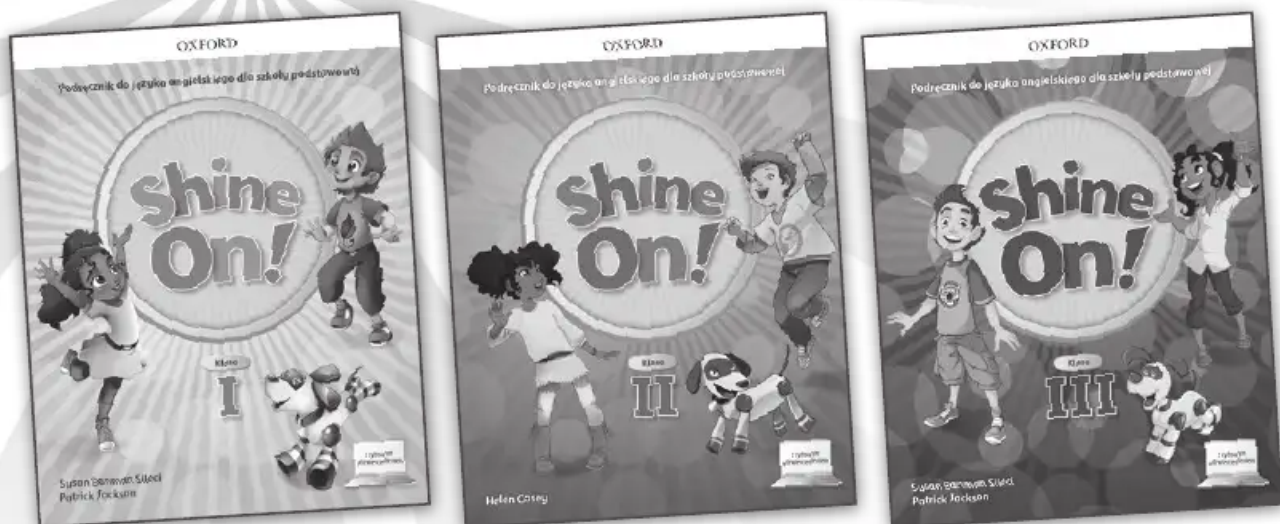
It's Christmas!

Objectives	Vocabulary	Structures
- To present and practise six new items of vocabulary. - To learn about what happens on Christmas Eve in the UK and compare to own experiences.	Active <i>fireplace, stockings, mince pies, Santa, reindeer, sleigh, tree, star, bell, present</i> Passive <i>Christmas Eve, bedtime, table</i>	Active <i>I'm not tired. This is my (sleigh). There's (one Santa). There are (six reindeers).</i> Passive <i>I put presents in children's stockings.</i>
	Educational activities Complete a craft activity. Make a Christmas stocking.	

Easter Eggs

Objectives	Vocabulary	Structures
- To present and practise six new items of vocabulary. - To learn about Easter traditions in the UK and European countries and compare to own experiences.	Active <i>Germany, Ukraine, Greece, France, the UK, Poland, egg</i> Passive <i>symbol, country, give</i>	Active <i>In (Greece), people (paint eggs red). Happy Easter!</i> Passive <i>What do people do in Poland?</i>
	Educational activities Complete a craft activity. Make an Easter card.	

About *Shine On!*



Welcome to ***Shine On!*** – a great new three-level course for primary students in grades 1–3.

This bright, attractive course will make all your students look forward to their English class! With lots of funny stories, catchy songs, bright, colourful artwork, and interesting activities, ***Shine On!*** makes learning English lots of fun!

The course has a clear and simple unit structure and lots of support, making it easy for you to teach from. Students have a full-colour *Class Book*, which contains everything they learn in class as well as a separate *Workbook* containing further practice of the language taught in each unit—making it easy and fun for them to learn!

Each unit gives students key building blocks of vocabulary and grammar, clearly presented and practised through a variety of engaging activities, including a unit story.

Students will love to watch the animated versions of the stories and songs. The animations are a way for them to learn English without even realizing it! They will make English lessons enjoyable and entertaining.

Alongside lively stories and songs, ***Shine On!*** provides fascinating culture and festival lessons and clear, positive values tasks. Regular *CLIL* lessons in each unit bring other subjects into the English classroom, so English lessons are always varied and interesting. The *Class Book* also contains a play for students to perform, giving them a chance to show how their English has progressed and share their learning with the whole school and local community. The *Teacher's Guide* contains notes on how students can organize, stage, market and perform the play.

Flexibility

Each level of ***Shine On!*** is designed to be completed in one school year for teachers teaching two 45-minute lessons of English a week.

In addition to the *Class Book*, ***Shine On!*** provides a flexible package of teaching materials to make the course thoroughly adaptable to your classroom and your needs.

Class Book lessons can be supplemented in homework time, or additional classroom sessions with *Workbook* activities,

worksheets, creative craft projects, and varied practice exercises to suit different groups and learners.

The teacher's notes provide ideas for extending or shortening activities, and lots of great suggestions for lively activities and games to make the lessons as flexible as possible. The *Teacher's Resource Pack* has flashcards to use in class and for playing games.

In addition to the *Teacher's Resource Pack*, the course is supported with extensive digital resources, such as a *Classroom Presentation Tool* for use on interactive whiteboard or with projector and laptop. There is also a student *eBook* which includes all of the *Class Book* pages in digital format with audio and videos.

Mixed ability and Special Educational Needs (SEN)

Shine On! is an inclusive course that recognizes that no two classes or students are the same, and that every student should have a chance to shine.

Notes in the *Teacher's Guide* provide helpful suggestions for mixed-ability classes (see pages 36–42).



Extra *worksheets* at three different levels mean that every student can be given extra practice at a level that allows him or her to progress and learn confidently at his or her own pace.

Tests are supplied in an editable format, so that you can adjust them to make sure all students can be assessed and achieve at an appropriate level.

Culture

Learning about the culture of another country is an important part of modern language learning. Culture topics can be fun and quirky, helping students to realize that variety and difference are a key part of international citizenship. They can also show the everyday life of children in the UK, helping students to see that we are not that different after all! There are also two live-action cultural videos to bring the topics to life.

Shine On! has three bright, lively culture lessons with lots of photos and activities in each *Class Book*, and each level features three festival lessons for use at different times of the year.

Values

Values are an important part of **Shine On!** Values help students to work together and interact in a positive way in the classroom. By paying attention to their values lessons, students learn important social skills that are useful in the English classroom and beyond.

Values link to the themes and ideas of the citizenship curriculum and help students to see how they can contribute in all aspects of their school life.

The values appear in different places in the unit, always linked to the classroom activities that students are doing. They are clear and demonstrable, allowing students to think about and adapt their behaviour, and see a positive result.

The teacher's notes help teachers to establish a positive values routine and make the most of this important part of students' learning and development.



21st Century Skills

Shine On! has 21st Century Skills integrated at all levels, so students will cover all of the skills appropriate at primary level. 21st Century Skills are present in a variety of activity types throughout the course. Students are encouraged to think critically and to problem-solve with puzzle-style activity types. Creativity and communication are at the heart of the craft activities provided in every unit.

CLIL

Shine On! has a fully supported *CLIL* syllabus running throughout the course, bringing topics from other subject areas into the English classroom.

There is a fascinating *CLIL* lesson in every unit with full procedural notes in the *Teacher's Guide* offering support and extra activities and additional language to express the concept and get the most out of this diverse material.

CLIL worksheets on the *Teacher's Resource Centre* provide interactive follow-up activities to the *CLIL* lesson in the *Class Book*, to make sure students understand the topic and can practise talking about it in English with their friends.

Stories

There is a lively cartoon story in every unit, featuring a funny new adventure for the course characters.

The stories are an important motivational part of the course and help to develop comprehension and reading skills. They also give students a chance to practise English with confidence.

Students can listen to the stories while they read with the amusing sound effects that bring the stories to life on the class audio. There are also dynamic animated versions of the stories. These can be used for review, for consolidation, or simply for entertainment in class or at home!

Students will enjoy acting out the stories and bringing them to life themselves in the classroom.

Songs

Each unit has a chant and two modern and lively songs which will appeal to 21st century students who enjoy learning through movement and music.

There are animated versions of the songs in Lesson 3 which bring the songs to life and encourage the students to sing along. All the songs have actions to get students up and



moving and excited about learning English. For suggested actions, see page 39 of the *Teacher's Guide*.

Songs are a great way of reinforcing language while helping students to develop their confidence and fluency.

There are ideas for how to use the songs in the classroom in the teacher's notes and in the *How to ...* section on page 36 of the *Teacher's Guide*.

Supported writing

Writing in **Shine On!** is fully supported and always practised through motivating and engaging activities. Students are introduced to independent writing gradually throughout the course, building up from letter and word level in the lower levels to supported text production by the end of Level 3.

As the levels progress, students are encouraged to write more, but always in a supported and scaffolded context.

Evaluation

With attractive artwork and clear mixed-ability support, **Shine On!** tests are another positive, motivating part of students' learning. The tests are provided in an editable format for use in mixed-ability classes. Students can feel good about testing because the tests can be adapted to allow every student to take a test that is suitable to their own learning stage.

Shine On! tests allow you to evaluate the students' overall progress, but also help them to see how much they have learned. The tests follow the **Shine On!** controlled reading and writing progression, so that students are always being tested at the appropriate level, and the level of challenge progresses appropriately through the year.

There are tests for each main unit and a mid-year and end-of-year test. The *Teacher's Resource Centre* contains full answer keys as well as notes and guidance for administering the tests.

Context and characters

Lucy and Jack are friends and neighbours who are accompanied on their adventures by Megabyte, Lucy's pet robotic dog. Megabyte was invented and created by Lucy's Uncle Alex, who is a very clever scientist. At the beginning of Level 1, Jack moves into a new neighbourhood with his mum and dad and meets Lucy for the first time, then they meet Megabyte. In each unit story in each level, the children have a fresh adventure, meet new friends and learn something new. In levels 2 and 3 they make new friends who have moved into their neighbourhood called Ellie and Sam.

Megabyte guides Lucy, Jack, and the children using **Shine On!** in their learning. He presents new vocabulary and features in the unit stories, where he is often involved in comic mishaps. Each unit has a different theme, which is explored in the story and consolidated in the real-world context of the CLIL lesson.

Lucy, Jack and their friends are a diverse and creative group who reflect the diverse interests and skills of real children, so there is something for every student to relate to and join in with.

Listening and speaking

Every level of **Shine On!** is fully supported with audio material in the *Teacher's Resource Centre* and in the *Classroom Presentation Tool* which can be accessed through a code in the *Teacher's Guide*. Listening is a key part of the course for language presentation and for students' confidence with the spoken language.

The creative craft projects allow an opportunity for speaking practice in a fun, communicative context. It also allows teachers to evaluate children in a formative and informal way. Bright, attractive craft projects can also be used as classroom displays, or kept as part of a portfolio of students' achievements.



Reading and writing

Reading and writing expectations build up gradually throughout the course, allowing students to advance at a pace that matches their abilities and confidence.

As the course progresses, students will be exposed to a range of exciting text types and stories suitable to their age and interests. Independent reading increases gradually throughout the levels and is always supported by vocabulary preparation, audio support and bright, colourful artwork. Development is carefully staged and controlled, so that students will feel supported and confident, as well as challenged to improve.

The unit stories feature increasing amounts of reading text and friendly, familiar characters whose adventures students will progress through.

The CLIL lessons allow for a more factual style of reading text, bringing other interesting areas of the curriculum into the English classroom, and allowing students to draw on their existing knowledge.



Component overview



Class Book



Teacher's Guide



Workbook



Flashcards



Megabyte puppet

Class Book

- A Starter Unit with the first episode of the cartoon story, introducing the course characters and bringing students into their world.
- Eight themed units to present and practise the core syllabus, including stories, songs, and cross-curricular content.
- Three culture lessons after every second unit.
- A play for students to perform.
- Three festival lessons with songs or poems and a craft.
- Lyrics for all songs featured in the lessons.
- Classroom language reference.

Workbook

- Seven pages of fun practice material for each unit.
- Consolidation of students' grammatical understanding.
- Constant recycling of vocabulary throughout.
- Regular unit reviews.
- Two review board games.
- Stickers and sticker activities.
- Festivals pages
- Picture Dictionary
- Extra Fun section for fast finishers.
- A Certificate of Achievement for students to complete at the end of the year.
- Cut-outs for the craft activities in Lesson 3.

Teacher's Guide

- Introduction with overview of the course and methodology.
- Tour of a unit.
- *How to ...* section with support notes for managing the English class.
- *SEN* (Special Educational Needs) section with practical tips and ideas for creating an inclusive classroom.
- Tips and recommendations for using *Graded Readers*.
- Carefully staged procedural notes with additional activities and mixed-ability notes.
- Audio transcripts
- Reproduced *Class Book* pages
- Ideas Bank with suggestions for flashcard games and optional activities.
- Teaching notes for Values.
- Extension activities.
- Lyrics and suggested actions for the *Shine On!* songs.
- Questions for the story cards (Level 1 only).
- Workbook answer key and audio scripts.

Teacher’s Resource Pack

Flashcards

- Over 100 Flashcard for each new vocabulary item.

Story cards – Level 1 only

- Each story is presented on a series of story cards.
- Each card contains questions for the teacher to engage students with the story artwork.
- Full audio transcript on the reverse.

Level 1 Posters – Level 1 only

Numbers, Colours, My Body

Level 2 Posters – Digital only. Not in Pack.

Alphabet, Shapes and Numbers

Digital Resources

Student Website

Students have access to the exciting *Shine On! Website*. The Website is located at www.oup.com/elt/shineonpoland and is accessible to all learners in class or at home through the Internet.

The games, animations, picture dictionary and more encourage frequent practice of English and is sure to engage all types of learners and even their parents!

Student’s eBook

Accessed with a code printed in the *Class Book*, the *eBook* is a digital edition of the *Class Book* with class audio and video ‘hotspots’ on the relevant activities.

- Song animations
- Story animations

Classroom Presentation Tool

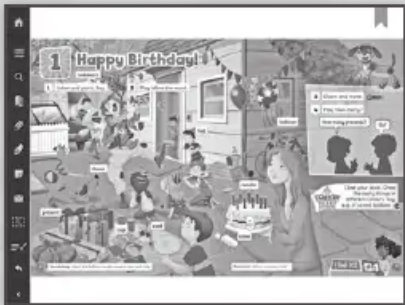
Presentation and practice material for interactive whiteboards and projectors. Toggle between Workbook pages and Class Book pages with interactive features including:

- Class Book and Workbook exercise answers
- Games
- Song animations
- Story animations
- Class audio

Teacher’s Resource Centre

- PDF of the *Teacher’s Guide*
- Syllabus Guide, Grading Criteria, Expected Results Scheme, General Primary Syllabus and Review of General Primary Syllabus (in Polish)
- Class audio mp3 files
- Video - animations/culture
- Posters for Levels 2 and 3
- Editable Tests for each unit with teacher’s notes, answer keys, and test audio
- *Worksheets for Class Book* lessons:
 - *Vocabulary and Grammar worksheets* at three levels: *Reinforcement, Practice, and Extension*
 - *Story worksheets*
 - *Video Culture worksheets*
 - *CLIL worksheets* to follow up cross-curricular lessons
 - *Craft worksheets* for Class Book craft projects (Lesson 3 and Revision Lesson)
 - *Festivals worksheets*
- Worksheets answer key
- Workbook answer key

Digital components



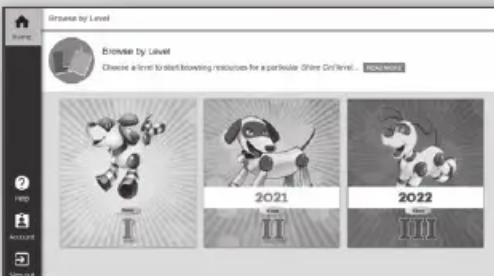
Student’s eBook



Student Website



Classroom Presentation Tool



Teacher’s Resource Centre

Tour of a unit

Lesson 1

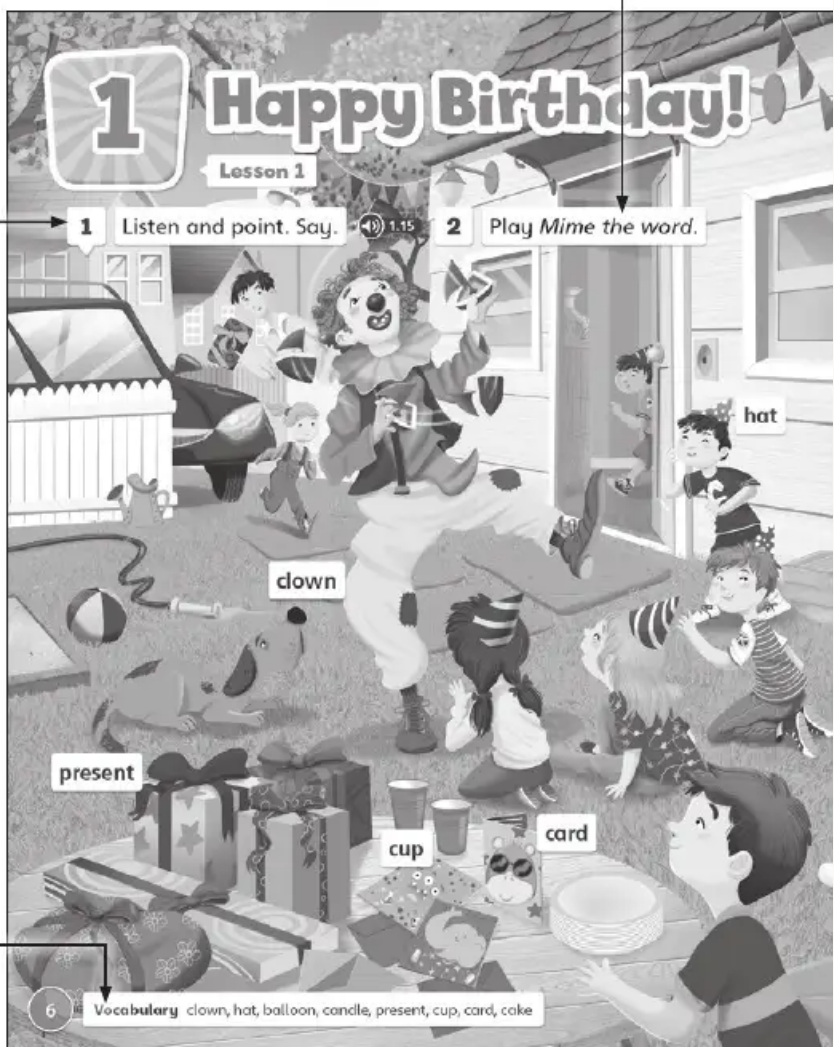
Each unit opens with a bright, colourful artwork that presents the main vocabulary set and sets up the unit theme. New vocabulary is shown in the dynamic context of an artwork scene that has been projected from Megabyte's collar (Units 1 to 8). The style of artwork changes in each unit, to keep each unit opener fresh and engaging, and grab students' attention.

Flashcard activity for students to engage with the new vocabulary

Students listen and find the items in the artwork scene.

- Lesson 1 presents the first vocabulary set. *Teacher's Guide* lesson notes provide ideas for an interactive lead-in to the lesson, featuring flashcard presentation and practice games.
- Language presentation is thoroughly supported with audio on the Classroom Presentation Tool or on the Teacher's Resource Centre.
- Different learning styles are catered for through a variety of activity types.
- The *Workbook* contains extra practice of the new vocabulary set.
- The *Teacher's Guide* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners, including mixed-ability and SEN.

Eight new words. New vocabulary presentation with clear audio support.



Lesson 2

The characters Jack and Lucy present the grammar structure for the unit and students are able to practise the new structure through fun, illustrated activities. There is a personalization activity so students have the chance to express the new vocabulary for themselves.

Jack and Lucy present the new grammar with audio support.

A practice activity with attractive illustrations, often using audio and a notebook

A pairwork activity for students to activate the new structure.

A personalization activity allows students to express themselves creatively while practising the new language learned.

1 Lesson 2

1 Listen and read. Say.                                    

Learn grammar with Lucy and Jack

There's a present!

There are five cards.

2 Listen and write A or B.                                   

3 Play A or B.

There are five balloons. A

4 Choose a number and one of the party things. Draw and say.

There are three presents.

8 Grammar There's a / one present. There are five cards.

- The new grammar structure presentation is supported with audio supplied on the Classroom Presentation Tool or the Teacher's Resource Centre.
- The new grammar structure is practised with vocabulary from Lesson 1. Regular recycling of known language consolidates students' learning and boosts their confidence.
- The Workbook contains extra practice of the new grammar structure.

1 Lesson 2

1 Listen and write.                         

2 Listen and write. Look and tick (✓) or cross (✗).                       

3 Write there's or there are. Read and draw the missing items.

1 There are three cups.                      

2 There are a cake.                      

3 There are nine candies.                      

4 There are four cards.                      

5 There are a present.                      

Extra Colour the pictures and say. e.g. There are three cups.                      

Grammar There's a / one present. There are five cards.

Workbook

Lesson 3

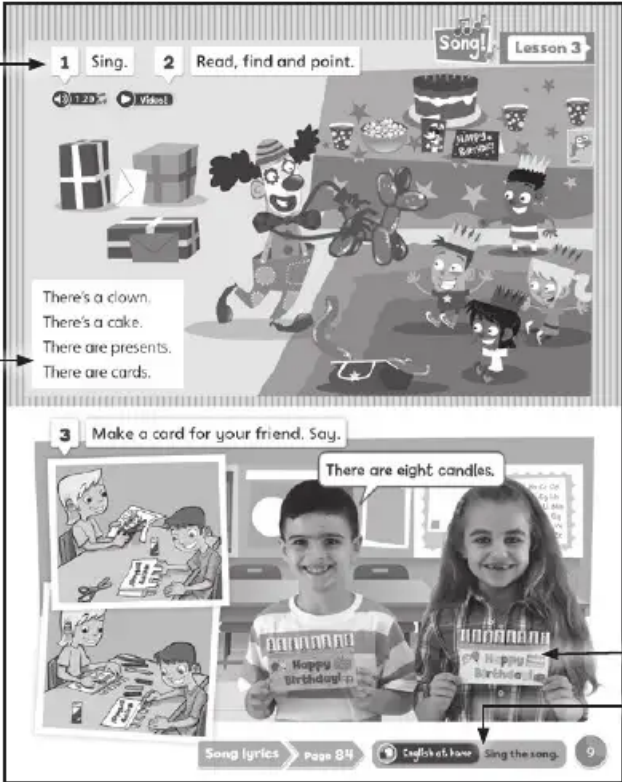
Students learn and sing the first unit song, which features the vocabulary from Lesson 1 and the grammar from Lesson 2. They then complete a personalization activity involving a simple craft activity.

Students join in with the song and accompanying actions, having fun while building confidence and fluency. Fun animations are also available.

Students do a follow-up reading activity, using lyrics from the song.

A craft activity allows students to express themselves creatively while thinking about the new language learned.

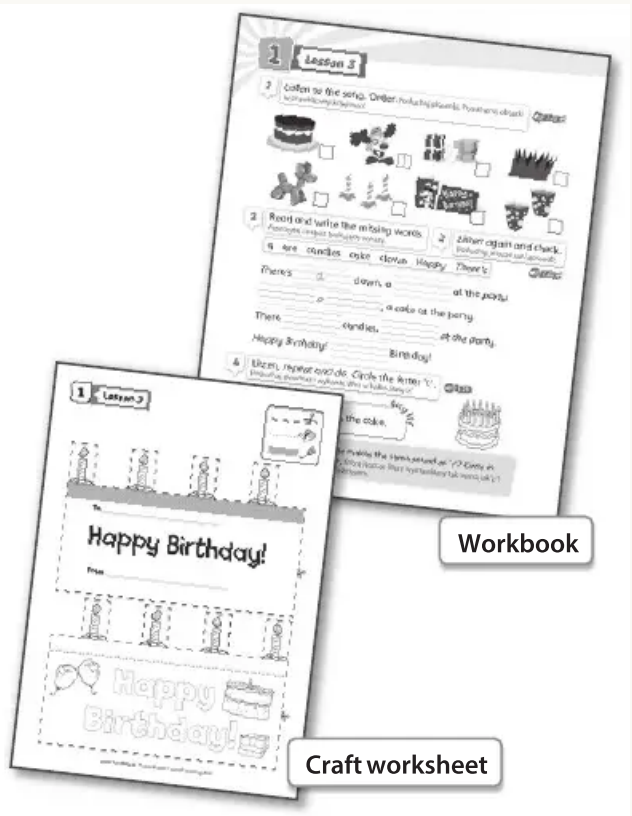
Children are encouraged to share the song with friends and family.



- The unit songs feature the grammar and vocabulary and consolidate the new language. The *Teacher's Guide* has suggestions for song actions, see page 39.
- See the *How to...* section on page 39 for lots of ideas about using songs in the classroom.
- Students learn the grammar in the familiar setting of Jack and Lucy's world, but always have opportunities to personalize and link it to their own experience in the craft activity. The *Craft worksheets* for each Lesson 3 are available in the back of the *Workbook* and on the *Teacher's Resource Centre*.
- See the *How to...* section on page 40 for ideas about how to manage craft activities.
- The *Workbook* contains extra practice of the Lesson 1 vocabulary with the Lesson 2 grammar.

Extra

- Song animations are on the *Classroom Presentation Tool* and on the *Student Website*.



Workbook

Craft worksheet

Lesson 4

Students read and listen to the story, which features four vocabulary items. The story features Jack, Lucy, Megabyte and a new character for Level 2, Ellie, who have adventures and mishaps at home and in their community. The story is supported by fun animations, and audio recordings with sound effects and lively acting.

Students watch the story animation or listen to the recording.

Speech bubbles are colour-coded to help students when listening to, reading and acting out the story.

Students bring the story to life by acting it out!

Students share their thoughts, ideas, and opinions about the story. See lesson notes for procedure and ideas.

- The story is supported with a recording and video animation on the *Class Presentation Tool* and *Teacher's Resource Centre*. The story video is also available on the *Student Website* and *eBook*.
- Students are exposed to examples of the new vocabulary in the clear context of the story, then they go on to study and practise the form in the next lesson.
- Students are encouraged to act the story out, providing a fun activity for all students regardless of their level of language competence.
- The *Teacher's Guide* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups, including mixed ability and SEN.
- The *Workbook* contains extra language and skills practice and a sticker activity.

Workbook

Story worksheet

A worksheet provides further story comprehension activities.

Lesson 5

Students practise using the vocabulary from the story in Lesson 4 with the grammar from Lesson 2. They then practise and act out a short dialogue using the *Everyday English!* phrases heard in the story in Lesson 4. Values are presented by Jack and Lucy, so that they are friendly and supportive – the students and characters learn and develop together. The *Our Values* activity can appear in a different lesson in each unit and picks up on important themes of citizenship, consideration for others, and also personal development and self-confidence.

The new vocabulary is clearly presented with flashcards, illustrations and audio. The students can look back at the story for context.

A fun, interactive activity allows students to practise the new vocabulary.

Everyday English! phrases are on the audio for students to practise before they act it out for themselves in pairs.

- Students study and practise the vocabulary from the story.
- *Everyday English!* Students have the opportunity to participate in a short dialogue to practise this useful language. Children then repeat it in Polish.
- The *Workbook* contains extra practice of the unit language and the *Everyday English!* phrases. It also includes a *picture dictionary* for each unit.
- The values syllabus is supported by procedural notes in the *Teacher's Guide*, helping students to discuss and respond to the ideas and relate them to their own lives.

Extra

- *Vocabulary and Grammar worksheets* for additional practice of the new language are available at three levels of difficulty.

1 Listen and point. Say.

2 Sing.

3 Look and read. Write T (true) or F (false).

4 Listen and repeat.

5 Act it out.

6 Say it and write it in Polish.

Lesson 5

robot basketball puzzle yo-yo

1 There's a yo-yo. 2 There are three basketballs. 3 There are six puzzles. 4 There are two robots.

Everyday English!

How old are you? I'm eight. Me, too!

Our Values

We make new friends!

A catchy song allows students to practise the second set of vocabulary in an enjoyable way.

Values activity encourages students to model it in their behaviour.

Workbook

Picture Dictionary

Students complete their *Picture Dictionary* to show they have learned the new vocabulary for the unit.

Vocabulary and Grammar worksheets

Lesson 6

The CLIL lesson links in with the unit theme and brings a fascinating real-world dimension to the topic.

CLIL topics are chosen from a range of subjects and cover interesting level-appropriate themes from across the primary curriculum.

CLIL language presentation with clear audio support.

Interactive activities to check comprehension of the CLIL concept.

A personalization activity allows students to express themselves creatively while practising the CLIL topic and the new language learned.

1 Lesson 6

1 Listen and read. Match the bold words to the shapes.

Look at the shapes.

There's a blue **triangle**.

There's an orange **circle**.

There's a yellow **rectangle**.

There's a green **square**.

2 What's missing? Match the shapes from activity 1.

1 Green square.

3 Think. Listen and read. Which puzzle is it?

Is there a green rectangle? Yes, there is.

Is there a red triangle? No, there isn't.

4 Choose another puzzle. Your friend guesses.

Is there a pink triangle? Yes, there is.

5 Draw your own shape puzzle. Write.

There's a

1.2 Language Is there a circle? Yes, there is. No, there isn't. triangle, circle, rectangle, square

1 Lesson 6

1 Trace and write.

circle rectangle square triangle

2 Colour and say.

There's a green triangle.

3 Listen and colour.

4 Colour by numbers.

1 = red 2 = yellow 3 = green 4 = blue

Is there a red triangle? Yes, there is.

Is there a yellow square? No, there isn't.

Is there a green circle? No, there isn't.

Is there a blue triangle? No, there isn't.

Workbook

CLIL worksheet

A worksheet provides further practice of the CLIL topic and language. Creative craft activities on the worksheets will get students talking.

Extra

- CLIL worksheets provide a structured follow-up activity to the Class Book lesson, consolidating the CLIL concept and building up to a productive outcome.

- The Teacher's Guide lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- Controlled new vocabulary and grammar input is clearly supported with artwork and personalization activities.
- The CLIL activity is supported through audio on the Classroom Presentation Tool or the Teacher's Resource Centre.
- The Teacher's Guide lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners, including mixed ability and SEN.
- The Workbook contains extra practice of the CLIL vocabulary and structure.

Revision

Each unit ends with a review lesson, giving students the opportunity to bring together the vocabulary and grammar points they have learned in a series of engaging activities.

Revision activities prompt students to think and remember the target language through a variety of activity types which keep students engaged and motivated.

Self review allows students to reflect on their progress.

- The *Teacher's Guide* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- The craft activity leads to a game to promote oral practice of the language learned. The *Craft worksheets* are available on the *Teacher's Resource Centre*.
- The *Teacher's Guide* lesson notes provide alternative procedures and differentiated tasks to accommodate different groups of learners.
- The *Workbook* contains further review activities and a self-evaluation sticker activity.

Extra

- *Unit Tests* are available on the *Teacher's Resource Centre*. These can be edited for mixed-ability classes.

1

Revision

1

Listen and write the number.

1 2 3 4 5 6 7 8

2

Choose three things. Draw a picture and write.

There's

a cake a clown six candies three balloons four cards five cups

3

Make a party hat. Play and say.

4

Find these in Unit 1. Match and say.

There's a ... There are ...

balloons basketball candies cup hot puzzle

1 2 3 4 5 6

STAR CHALLENGE UNIT 1

How many words can you write? Make sentences.

Are you a ...

Good Start! Super Start! Mega Start!

13

1

Revision

A party hat

Craft worksheet

Fun, original craft activities give students a chance to create and personalize the unit language. Templates to photocopy are located on the *Teacher's Resource Centre*.

1

Revision

1

Listen and stick. Write.

1 2 3 4

clown

2

Read and colour. Colour the other things and write.

1 There are three blue cups. 2 There's one purple hat.

3

Listen and number. Read and write.

How many presents?

10

Workbook

Culture

The *Class Book* contains three bright, colourful culture spreads presenting different aspects of UK culture and life. These encourage students to think and compare the UK experience to their own.

Culture 1 Birthday Parties

1 Listen and point. Say. (1:51)

- 1 a bowling alley
- 2 an indoor playground
- 3 home
- 4 a cinema
- 5 a park
- 6 a water park

2 Think. Which places are good for a summer/winter birthday party?

3 Look, match and say. (1:52)

Listen and check.

It's at a park.

4 Look and say. There are five hats.

5 Listen and read. (1:53)

1 My birthday is in the summer. This is my party. It's at my home. It's sunny. Look - there's a cake with nine candles. I'm nine today!

2 My birthday is in the winter. This is my party. It's at an indoor playground. There's a big slide!

Project

6 Draw your birthday party. Talk about your picture.

My birthday is in the summer. This is my party. It's at a park. It's sunny. Look - there are six presents!

bowling alley, indoor playground, home, cinema, park, water park

Units 1 and 2 review

Callout boxes:

- New vocabulary presentation supported by audio and photographs.
- Attractive photographs to help students connect to the topic.
- Short reading texts combine new language with review language from previous units.
- Comprehension activities to check students' understanding.
- Discussion activities encourage students to compare UK culture to their own. What's different? What's the same?
- Attractive, fun craft projects promote creativity and provide an opportunity for personalization..

- The *Teacher's Guide* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review activities and fun warmers and fillers.
- All texts are supported by audio and bright, attractive photos.
- Culture notes in the *Teacher's Guide* provide further information about the topic in the lesson. Use the *Think* activities to encourage children to think about and compare to their own culture.
- The project work is supported in the *Teacher's Guide* with procedural notes and guidance.

Play

Each level contains a play, based on a traditional story, for students to perform at the end of the year. This gives them the opportunity to review language in a different context and show how much they have learned.

Students listen to a lively recording of the play.

Students bring the play to life by acting it out!

Play

The Elves and the Shoemaker

1 Listen and read. (4/5) 1:40 **2** Act it out.

Narrator: Welcome to our play:
The Elves and the Shoemaker.

Samuel: I'm Samuel. This is my dad. He's a shoemaker. This is his workshop. And this is my mum.

Mum: What's wrong, Peter?

Dad: I'm tired, Sarah. We haven't got money for food or wood.

Narrator: It's winter. It's snowy. It's night time.

Samuel: Mum, I'm cold.

Mum: I'm sorry, Samuel. Put on a sweater.

Samuel: Mum, I'm hungry.

Mum: I've got bread and cheese.

Samuel: I don't like cheese!

Narrator: It's daytime. There's a present on the table.

Dad: I don't understand!

Customer 1: I like these shoes. Here you are.

Dad: Thank you.

Narrator: The next day, there are shoes and boots.

Mum: Do you like the boots?

Customer 2: Yes, I do!

Dad: Do you like the shoes?

Customer 3: Yes, I do!

Narrator: It's night time. Samuel isn't in bed.

Samuel: Elves! I can take photos.

Narrator: It's daytime. Samuel is in the kitchen.

Samuel: Mum, look!

Mum: Elves! Oh, they haven't got shoes or clothes.

Dad: We can make shoes and clothes.

Samuel: I can make a card.

Elf 1: Look, on the table.

Elf 2: What is it?

Elf 1: I've got a sweater.

Elf 2: I've got shoes.

Narrator: The elves are happy!

Chorus: Night or day, in rain or sun,
You can try to help someone.
You can make a boot or shoe,
But you can make a new friend, too.

76 Language Samuel isn't in bed., elves, shoemaker, workshop, money, night time, daytime, next day

Units 1-8 revision 77

The Chorus lines allow all students to take part in the play.

The play gives students a chance to review the vocabulary and grammar they have learned.

- The play lesson in the *Class Book* is supported by audio and bright, attractive illustrations.
- The play is supported in the *Teacher's Guide* with notes on how to practise, organize, market and perform the play, and ideas on how to make sure all students have a role in the production.

Festivals

Each level has three *Festivals* lessons to use through the year. Level 2 contains lessons on Bonfire Night, Christmas and Easter. These encourage students to think and compare the UK experience to their own.

New vocabulary presentation supported by audio and photographs.

A short reading text combining new language with review language from previous units.

Fun activities to practise the new language.

festivals **Bonfire Night**

1 Listen, find and point. Say. **3.41**

2 Listen and read. Who's got a sparkler? **3.42**

bonfire

danger

Watch out, there's danger! The bonfire is hot.

Bonfire Night is in autumn.

fireworks

There are fireworks, too. They're noisy!

sparkler

This is my sister. She's got a sparkler.

hot dogs

Now I'm hungry! On Bonfire Night, we eat hot dogs and toffee apples.

toffee apples

3 Make sentences. Play True or false?

Bonfire Night is in spring. True or false? **False.**

78 Language We eat hot dogs. bonfire, danger, fireworks, sparkler, hot dogs, toffee apples

4 Find, match and write. **2** 1 hot dog

Say a sentence. We eat hot dogs.

dan fire ler toffee spark works

apple dog fire bon hot ger

1

2

3

4

5

6

5 Make a Bonfire Night picture. Say.

This is my picture of Bonfire Night. There's a bonfire and fireworks!

6 When do you have fireworks in Poland?

79

Attractive photographs to help students connect to the topic.

Creative craft projects to take home and share.

- All *Festivals* lessons are supported by audio and bright, attractive photos.
- The project work is supported in the *Teacher's Guide* with notes.
- The *Craft worksheets* are available on the *Teacher's Resource Centre*.

Digital components



For the Teacher

Shine On! Classroom Presentation Tool

Deliver heads-up lessons with the *Classroom Presentation Tool*.

Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button. Highlight and zoom can be used to focus students' attention. These easy-to-use tools mean lessons run smoothly.

Take your *Classroom Presentation Tool* with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.

Zoom in to focus your students' attention on a single activity.

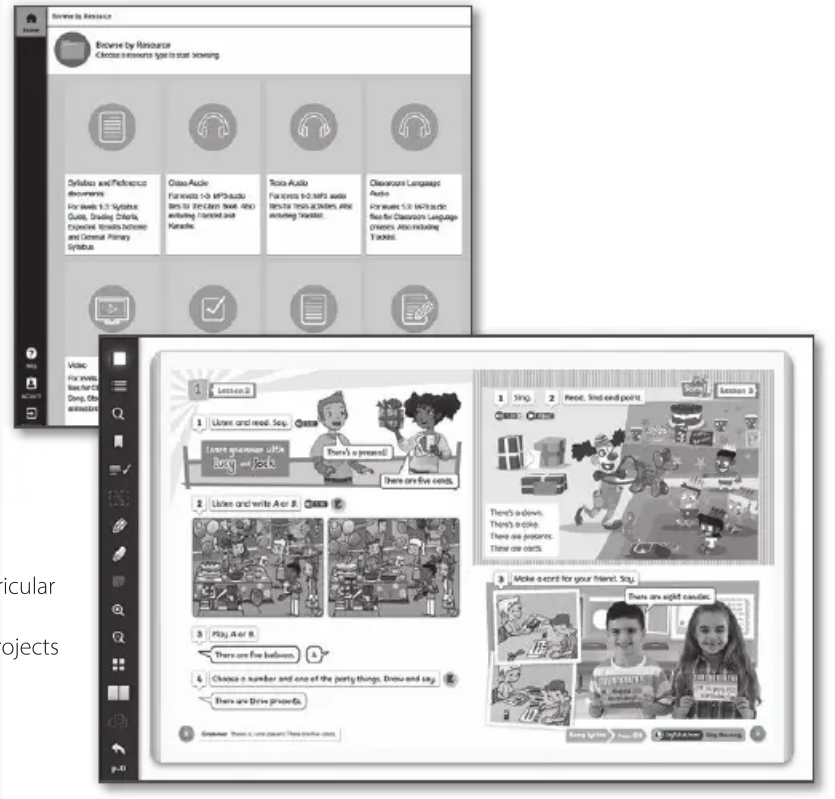
Play audio and video at the touch of a button.

Speed up or slow down the audio to tailor lessons to your students' listening level.

Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.

Teacher’s Resource Centre

- PDF of the *Teacher’s Guide*
- Syllabus Guide, Grading Criteria, Expected Results Scheme, General Primary Syllabus and Review of General Primary Syllabus (in Polish)
- Class audio mp3 files
- Video – animations/culture
- Posters for levels 2 and 3
- Editable tests for each unit with teacher’s notes, answer keys, and test audio
- *Worksheets for Class Book lessons*:
 - *Vocabulary and Grammar worksheets* at three levels: *Reinforcement, Practice, and Extension*
 - *Story worksheets*
 - *Video Culture worksheets*
 - *CLIL worksheets* to follow up cross-curricular lessons
 - *Craft worksheets* for Class Book craft projects (Lesson 3 and Revision Lesson)
 - *Festivals worksheets*
- Worksheets answer key
- Workbook answer key



For the Student

Student’s eBook

Accessed with a code printed in the *Class Book*, the eBook is a digital edition of the *Class Book* with class audio and video ‘hotspots’ on the relevant activities.

- Song animations
- Story animations

Student Website

Students have access to the exciting *Shine On! Website*. The Website is located at www.oup.com/elt/shineonpoland and is accessible to all learners in class or at home through the Internet. The Student’s website allows students to practice English in a fun and inclusive environment. Students will enjoy accessing the material in class or at home with their parents.

The Student’s website contains:

- *Shine On!* games for practicing the language learned in class.
- Class Audio files
- Interactive Picture Dictionary
- Song animations
- Story animations
- Downloadable activities to do at home, e.g. greeting cards, door hangers

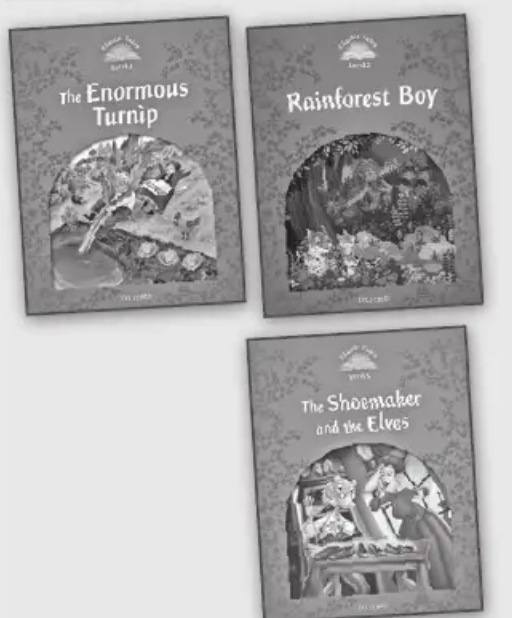


Using *Graded Readers* with *Shine On!*

Using *Graded Readers* in the Elementary Classroom is an effective way to engage students of all abilities and learning needs. By motivating students to read for pleasure in your English class, you give them the opportunity to learn without the fear of failure. Each student can choose a reader they are interested in and at a level that is appropriate for them. *Graded Readers* are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each student will be able to find a book suitable for them.

Classic Tales

Level 1

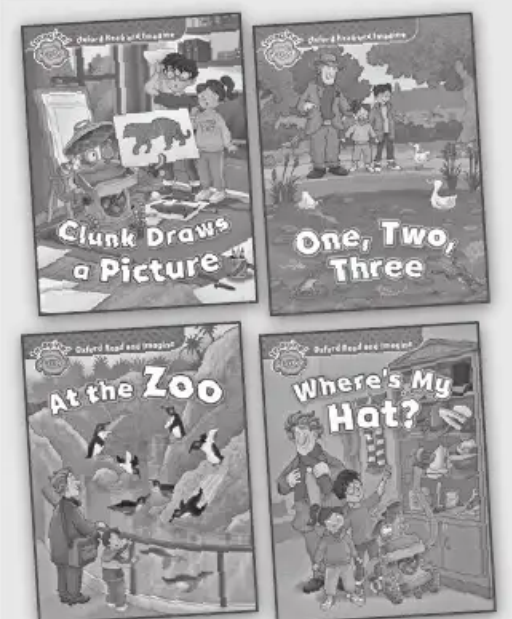


Level 2

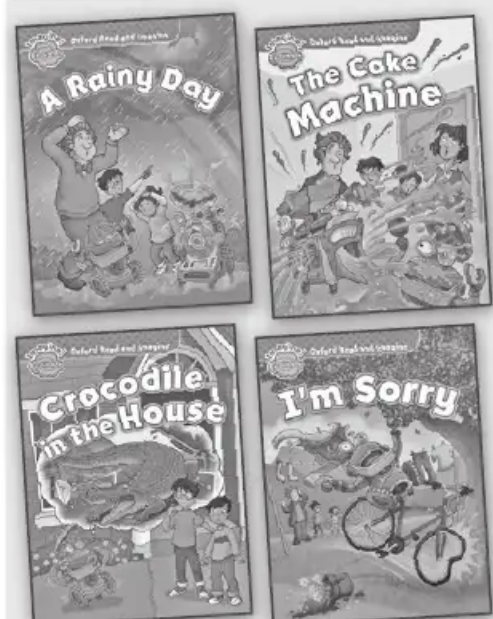


Oxford Read and Imagine

Starter



Beginner



Oxford Read and Discover and CLIL

Oxford Read and Discover provides support for CLIL lessons that can be thematically linked to the *Student Book CLIL* lessons or other cross-curricular subjects. Each book contains photos to spark students' interest in the topic and bring the subject matter to life. In addition, there are interesting diagrams, maps, and charts, which encourage critical thinking and support new CLIL vocabulary.

Each Oxford Read and Discover book contains:

- Audio with the text read in both British and American English
- Language reinforcement activities
- Activities for developing critical thinking skills
- A project activity to complete in class

For a full list of the *Oxford Read and Discover* titles, please visit: www.oup.com/elt

Geography

Level 1



Art

Level 1



Geography

Level 2



Science

Level 1



Social Science

Level 2



Level 3



Science

Level 2



Level 3

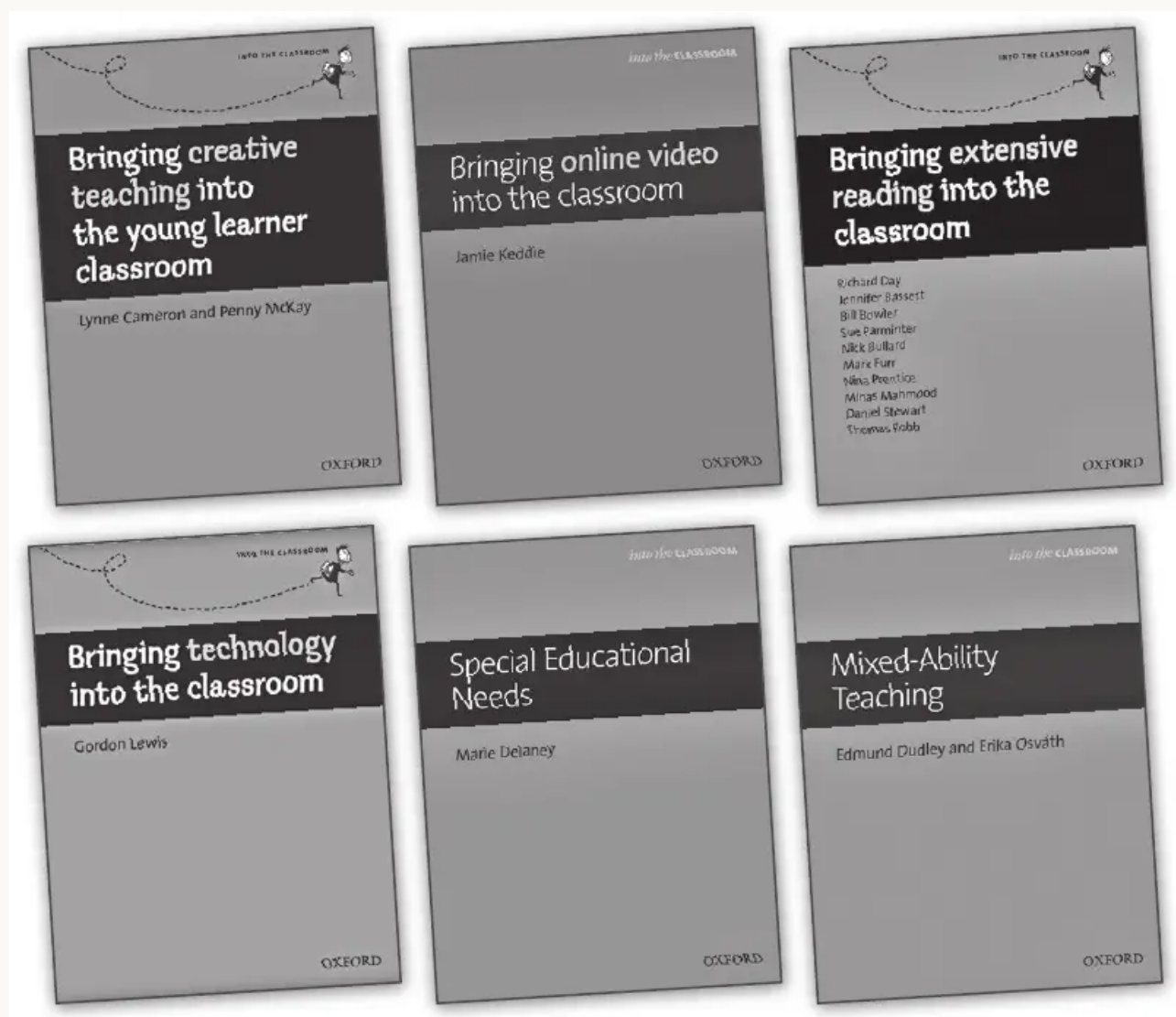


Professional Development

A range of professional development titles to accompany **Shine On!**

Into the Classroom

Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.



How to ...

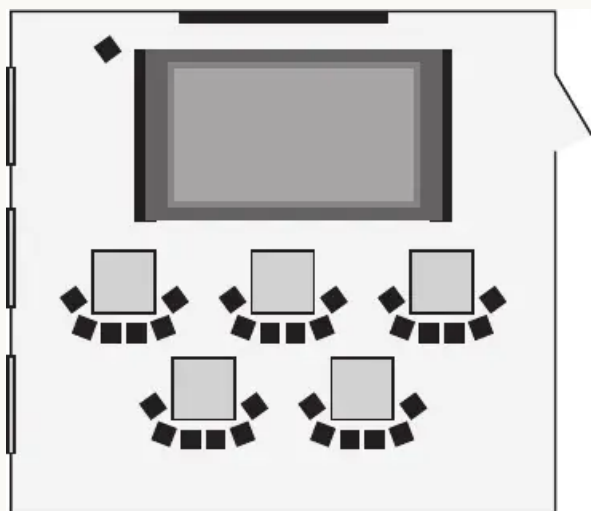
Teaching young learners English is an incredibly rewarding job. Their youth means they are open to learning and able to learn language at a much quicker rate than older students. Their transformation into English speakers is clear from lesson to lesson, and year to year. In order to engage your class, help them learn effectively and get the most out of your English lessons with ***Shine On!***, you might like to incorporate some of the following ideas.

1 Managing your classroom

Organization is key to a free-flowing lesson and well-managed classroom. The following ideas will help you to create a fun, positive and focused learning environment for your students. You will be able to prepare for the class and manage your young learners during it.

1.1 How to organize my classroom and furniture

Consider how you will organize the physical space in your classroom:

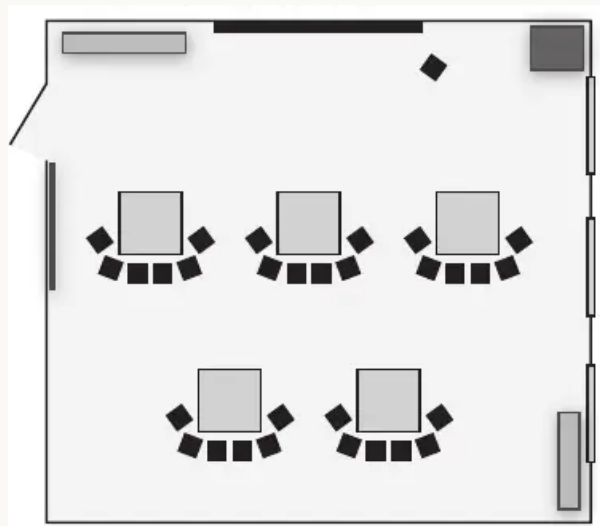


- Young learners work best in pairs and groups. They should be seated at tables where their materials, such as pencils, coloured pens, books, paper, paints, etc. can be spread out and reached easily by all the students. If possible, seat the class in groups of four to six students.
- Make sure every student can see the board and that there is space for you to walk around the room between desks and chairs.
- Provide a space where students can sit at the front of the class by the board for activities such as *Flashcard* games and story time.

Think about where you will stand or sit when you do activities:

- Stand directly in the centre at the front of the class when you want to focus students' attention on you: to stop, start or explain an activity. This also works well if students start to lose focus on an activity.
- Use the board to set up and explain activities, and stand to the left or right of it when you are showing students what you want them to do. Make sure you don't obscure the board for any of them.
- Walk around the class and kneel next to students to help them when they are completing a task. They will feel more relaxed and able to respond to you from this position rather than you standing above them.
- Sit down when you read stories, so students feel they are on an equal level with you.

If you have a class with a lot of students, but you don't have much space and you aren't able to move the furniture in your classroom, try to make the most of the space you have.



Classroom organization

- Ensure students are seated looking at the board for all presentations, stories, and games.
- Ask students to work with the person next to them, sharing coloured pens, paper, etc. to enable collaboration.
- Get students to stand at their desks to sing songs, do craft activities, or play vocabulary games with *Flashcards*.
- Provide activities that allow students to stand up, push their chairs in and move around the edges of the room, to make the most of their natural desire to move.

- If you have a space in your classroom where students can gather in a circle to look at flashcards, play games or sing songs, etc. you can ask students to move to this area for 'circle time'. The *Teacher's Guide* contains tips on when you might want to ask students to gather for 'circle time'.

1.2 How to prepare a seating plan

Once you have considered how you will set up your room, think about who will sit where:

- If you know very little about your new class, look at the name list and draw a seating plan making sure you have a mixture of girls and boys seated together, i.e. two boys, two girls, two boys, two girls, etc.
- If you know more about the students, consider who will work well together, who are stronger and more independent, who are more lively, which students may have special educational needs, and which students are shy and reserved. Draw up a seating plan considering these details and tell the students where they will sit. See how it goes for a couple of weeks, and if it isn't working, change it. You are the teacher after all!
- Make sure each group of students you place together has a mixed ability. Put a couple of stronger and weaker students together at the same table. Place a lively student with them, so he/she can be encouraged to work by seeing his/her hardworking peers do well.
- Seat students with special educational needs at the front of the class where you are able to interact with them quickly and one-on-one when they need you. Make sure they are also seated with stronger and weaker students, so they are able to interact with a range of levels.

1.3 How to establish routines

Young learners love the security of a routine. They enjoy repetition and work well in a structured environment. Many routines will give students the opportunity to interact in English, e.g. using classroom language. By putting a few basic routines in place, you will have an easier time managing your class and you will create a more effective learning environment. Once students know the lesson routines, they will understand what is expected of them in class and will be encouraged to use language in a natural and meaningful way.

- When students arrive outside your classroom, ask them to **Line up, please** before they come in to class. Say **Put your bags away**, either on hooks or on the backs of their chairs, so they are out of the way and won't impede movement in classroom activities.
- Say **Sit down (at the front / at your desks). Thank you.** And ask **Who's sitting nicely?** to encourage students to sit up straight with their arms folded.
- Take the register and encourage students to greet you, e.g. *Good morning, Mrs Samuels.*

- Ask students to raise their hands when they want to ask or answer a question in class.
- Have routines throughout the lesson for each stage and activity. For example, to get students to sit at the front for story time, say **It's story time! Stand up, push your chairs in. Sit at the front, please.** Use hand gestures as you say these sentences, e.g. two hands moving up as you say **Stand up.** Two hands pushing an imaginary chair as you say **Push your chairs in,** and point to the front as you say **Sit at the front, please.**
- To set up a *Class Book* activity, show students what they need to do before they open their books. This will keep them focused on you and the board and not on playing with their pencils and books.
- When you want students to focus on their books, say **Take out your books,** and hold up your *Class Book* to help them understand. Say **Open your book to page 4,** showing students the correct page and checking they are all on it to do the activity.
- When an activity ends and you want to move on to something else, or when you want to get students' attention, say a chant, clap a rhythm or count down from five to one. You could silently mime an action and encourage students to silently copy you. Keep going until everyone in the room has joined in and is focused back on you. Set this routine up so students are challenged not to be the last one to join in.
- When the classroom gets noisy, lower your voice rather than raise it. Students will have to be quiet to hear what you are saying.
- Create a place to store art materials so students know where to collect them from and where to return them to. Encourage students to ask for materials politely when they need them, for example, *Paper, please. OK. Thank you.* and to pack away and tidy up after they have used materials.
- Encourage students to place their homework in the same place on your desk or at the front of the class each lesson.
- You can also use the routines songs to help establish and maintain routines. See *How to ...* point 2.4 for details.

1.4 How to reward the class and give them praise

Students respond brilliantly to praise, and it can really build their self-confidence. They are incredibly eager to please and do well at this young age, so it's a good idea to use it to your advantage.

- When students use English in class, no matter how little or well, praise them. Use a range of positive words and expressions so they quickly learn and understand, for example, **Good job, Anna! Excellent! Amazing! That's brilliant, Carl!** Accompany these with appropriate gestures such as clapping your hands, a smiley face or, that young learner favourite, a high five! When students see others receiving praise, they will be encouraged to do the same.

- Let students know what you are praising them for, for example, **Good job, Olivia. You finished your picture.** or **That's wonderful, Natalie. You put away your things.**

A reward system is a great way of using positive praise to encourage good behaviour in the classroom. It helps manage a class of young learners who are naturally competitive.

- If you see your students a few times a week, try a reward chart. Write the students' names in a list, either on an IWB flipchart, on a projector film, or a large piece of paper that you can place on the wall or bring to class each lesson.
- Tell students they will be awarded stars for things they do well. The stars can simply be drawn on with a board marker.
- Establish what students will get stars for: for example, listening to the teacher, following class routines and instructions, working well with their peers, doing their work well, helping the teacher, and showing that they have understood and can use the values they have learned in class.
- When a student, or various students, get ten stars, reward them by giving them a high five and saying **You're the winner**. Then let them stand at the front of the line when they leave class that day, or choose a song to sing, a story to read in the next lesson, or let them have the first turn at using the Megabyte puppet.
- Try to allocate stars fairly, so no one becomes disheartened and students see that reaching ten stars is achievable. Keep a record of who has won ten stars to make sure all of the students reach this milestone and win a prize. Try to time the stars so that they reach them at the end of the week, two weeks, month or term, whichever you feel works best for the class. Start the process again.
- If you see your class only once a week and want to give more immediate praise, simplify the reward chart. For example, tell students their goal is to win five stars by the end of the lesson. Choose achievable targets for them to get stars. For example, saying *Good morning / Good afternoon* when you take the register or sitting up nicely.

Set up a Values routine:

- Read the values statement in English and make sure students understand. Give students an example of the value, e.g. *We are friendly* and explain what it means and why it is important. Use examples from the unit story and your classroom interactions or activities.
- Involve and encourage students to share their ideas about what the value means and how they can apply it or have applied it, both in the classroom and at home.
- Practise and act out situations where students might use these values, e.g. *We take care*. Use the Megabyte puppet, finger puppets or students to model situations.
- Set the class a goal around the specific value. Tell them you'd like them to remember to, e.g. put away their things at the end of each lesson during this week / month.
- At the beginning of the next class, remind students of the value and ask them if they have been friendly / put away their things, etc.
- Incorporate the values into your reward system.

2 Keeping young learners engaged

Keeping young learners engaged in the lesson means creating an active, meaningful, and well-paced lesson. Students of this age are naturally very physical. They are primarily kinaesthetic (learn by doing) and visual (learn by seeing) learners who need to physically interact with each other and the lesson in order to be engaged and motivated.

2.1 How to calm my class down or wake them up

- **Shine On!** provides varied resources to keep young learners engaged and each lesson provides active warmer and finisher activities from the Ideas Bank (see *Teacher's Guide* page 134). When you want to motivate, reenergize, or calm and quieten your class, try the following:

How to calm my class down:

- Remove distractors when you're giving instructions. Make sure students' desks are clear of pencils and books when you explain how to do an activity or talk to the class.
- Don't give out art materials for a craft activity until you have shown a model and explained what they need to do.
- Play calm music when students are colouring or making crafts.
- Talk in a calm voice and try not to shout. The louder you get, the louder the students will get. To regain their focus when they are being noisy, raise your hand and ask the rest of the class to copy you silently. The quieter, more focused students will copy you. Once the whole class are raising their hands silently, put down your hand and say **You're too loud. Be quiet, please.**
- Move students and seat them at the front of the class to use the puppet (from Level 1) or read a story.
- Do a simple picture dictation. Ask students to listen to your instructions and draw and colour a picture. You could practise body parts and colours, or any other vocabulary students know.

How to wake my class up:

- Get students standing up and sing a song or a chant. Play with the pace and sing faster or slower so students really wake up.
- Ask students to stand up, sit down, or clap their hands when they hear a word you've chosen in a story or song.
- If you are teaching your class vocabulary, and they lose focus, place *flashcards* around the room, and ask the students to walk to the word you say.
- Seat the students at the front of the class when you present new vocabulary and place the *flashcards* on the board. Ask pairs of students to stand in front of the board and touch, or hit, the correct card when you call it out.
- Use the Megabyte puppet or the finger puppets to move the focus away from you, the teacher.

2.2 How to use puppets



Shine On! has available a lovely cuddly Megabyte puppet. Level 1 also comes with finger puppets for each of the characters, Lucy, Jack, Uncle Alex, and Megabyte. Using puppets creates a fun, non-judgemental, interactive and creative language learning environment. It also takes the focus away from *you*, so students are giving their answers and ideas to a different source that they may feel is on an equal level to them. Students will feel that they can play with the language more and make more mistakes with this puppet character. It will help encourage even the shyest student to speak. It also allows you, the teacher, to change your voice and persona into a fun and cuddly creature. Here are some ways to use the puppets in class:

- Tell students that your puppet is a native English speaker, so they will only speak to students in English and students should try to speak in English to them. For example, when you introduce *Megabyte*, and the other finger puppet characters, remind students that in **Shine On!** all the characters speak English, even Megabyte, the dog! This will motivate students to speak to the puppets in English if they want the puppets to hear them.
- If you can, give your puppet an identity by changing your voice for each character. Use humour to make learning with them fun.
- Use a puppet to present new vocabulary. Seat students together on the floor if possible. Place the *flashcards* on the floor and use *Megabyte* to say each item. Students repeat the words. *Megabyte* can give well-behaved students the *flashcards* to hold. Use *Megabyte* to ask questions, *Where is the pencil, Bella?* then have Megabyte take the card and munch at it like a puppy, *Yum, yum, yum.*
- Review vocabulary with a puppet by placing the *flashcards* on the floor, or around the room on the walls if you don't have space to sit on the floor. Ask a student to retrieve an item. Encourage interaction in English between students and *Megabyte*, e.g. *Here it is, Megabyte!* and *Megabyte* says *Thank you!*. Encourage more confident students to take the lead and be *Megabyte* and ask other students to find a *flashcard*.
- Use the *Megabyte* puppet and the finger puppets of the course characters to retell stories from **Shine On!** Either ask students to tell you what happens next then act it out

with the puppets, or with more confident classes, you could give three students a puppet to act out the story, asking the rest of the students to tell them what to say and do next. In a less confident class, give students the chance to be *Megabyte* and use the finger puppets by acting out a sentence from the story.

- Use the finger puppets to help act out the grammar structures and *Everyday English!* dialogue. Act out the dialogue with the puppets first. Then ask students to join in with one of the puppets, and then the other. In a more confident class, you could give two students the puppets to act out the complete dialogue.
- Use a puppet to act out feelings. Adapt your voice and the puppet's movements. For example, to show happiness, bounce *Megabyte* around and say *Yay, Yay. I'm happy!* Encourage the class to ask *Why are you happy, Megabyte? It's sunny!* Or to show sadness, hold *Megabyte* still and bend his head down, whimper a bit, and say, *I'm sad.* Encourage the class to ask *Why are you sad, Megabyte? Because I lost my book.* The visual nature of the puppet and your acting will help to give lots of unknown language meaning and context.
- Explain values such as putting things away, taking turns and helping each other using the *Megabyte* puppet. Use the *Megabyte* puppet to praise students. For example, *Megabyte* says *Good job! You put away your things.*
- Use a puppet to encourage students to express their thoughts and feelings. For example, at story time, use *Megabyte* to ask students if they liked the story.
- Use a puppet to choose students when you need a helper or a volunteer at the front of the class or you want to form groups. Animate the puppet and use a choosing rhyme to select students around the class.
- Incorporate the puppet as part of your class reward system by allowing students to hold the puppet as a reward.
- You may even ask students to take turns taking the puppet home for the evening, to be returned the next day. This will help them to talk about their English lesson at home and engages parents in your classroom.

2.3 How to use songs and chants

Students love to sing songs because of their musical and physical nature. They also provide a natural way in which to interact with language. Songs work really well in mixed-ability classes, as the whole class works as a group. While stronger and more confident students sing out loud and really get to show off their English, shy and weaker students blend in with the whole class as the music is played. **Shine On!** practises vocabulary through a chant and presents and reviews the vocabulary and grammar structure with two engaging pop songs. To make the most of the songs and provide support for the whole class, you could plan your lesson like this:

- Listening 1 – Play the song or chant once for students to listen through fully. They may like to dance or clap along as they listen.
- Listening 2 – Play it again, this time providing a fun kinaesthetic task for students to do as they listen. For example, ask students to point to the correct *flashcard*

when they hear the word (e.g. *pen, book, pencil*, etc.) in a larger class, or run and touch it in a smaller class. Alternatively, give groups of four to six students a *flashcard* to hold up when they hear that word in the song.

- Listening 3 – Play the song or chant and pause after each line for students to repeat chorally (as a class). Ask them to make up actions for vocabulary in the song. This can be done in groups with students teaching the actions to the rest of the class, or as a whole-class activity.
- Listening 4 – Play the song or chant again for the class to sing all the way through together.
- Play the song or chant in the following lesson to sing through together with actions or *flashcards* to review the language used in previous lessons.

2.4 How to use the 'routines' songs.

Shine On! contains a selection of 'routines' songs which can be used to establish a routine in your classroom in a fun and inclusive way. There are songs for the following activities:

- Greeting the class at the beginning of the lesson.
- Saying the days of the week and asking what day it is today.
- Changing activity (e.g. moving to a different area of the classroom for 'circle time').
- Tidying the classroom and putting things away.
- Saying goodbye at the end of the lesson.

You can find the audio for the 'routines' songs on the *Classroom Presentation Tool* and on the *Teacher's Resource Centre*. You can find the lyrics for these songs, as well as suggested actions, on page 137 of the *Teacher's Guide*. The lyrics for the 'routines' songs are also on page 84 of the *Class Book*, so students can read and follow as they listen, or learn the words at home.

- To present each of the routines songs: Play the song once for students to listen.
- Play the song again, modelling actions to help students understand the song and encouraging students to copy the actions.
- Play the song once more for students to join in and do the actions. Students can follow the lyrics in their *Class Books* if they like.

You can then use the songs at suitable points in your lessons to let students know what they need to do.

2.5 How to use stories

Reading stories in young learner classes is a great way to engage students in the lesson and present language in context. Language learning appears secondary to the interesting characters and colourful pictures. Pictures also provide meaning for the language that has been, and will be, taught. To engage the whole class, you could plan your story lessons like this:

- Seat students at the front of the class or where they can all see the board clearly (if using the animations).
- Use the *Story cards* (Level 1 only), holding up each card as the recording plays. In a larger class, or for Levels 2 and 3, use the story animation to engage students. Make sure all students can see the *Story cards* as you hold them up or the interactive whiteboard if you are using the animations.

- Involve students in the story as you tell it. Show the class the first frame of the story and discuss the picture before they listen. Ask questions like **What do you think the story is about? Who is she? How does she feel?** Ask questions to encourage the students to predict what will happen next. Ask **What do you think will happen next?** Allow students time to think and look at the pictures and to predict and hypothesize about the story.
- Pause between each frame or at the end of the story and ask questions about each frame to check students' understanding and to use and elicit the grammar and vocabulary of the story.
- Read the stories a couple of times so students become familiar with the language and story. Encourage them to give their personal response at the end by asking **Did you like the story?**
- Encourage students to join in with the story. You could get them to say the lines along with the recording or use the Megabyte puppet, or the finger puppets (in Level 1). See *How to use puppets* on page 39. Then allow students to act out the story in small groups. If you prefer not to act out the story, or you don't have space, divide the class into groups by character and play the recording for each group to say the lines for their character.
- Acting out the story is a great way for students to engage with the characters, practise reading and speaking skills and have a fun, motivating lesson.
- Put students in groups and assign a role to each one. Make sure that everyone gets a chance to speak, and larger roles are swapped around and don't always go to the same students! If you know that shy students don't want a big role, encourage them to take a smaller part, but to join in and have fun.
- You can build confidence by rehearsing chorally, by putting all the characters who are playing the same role together and playing the recording for them to speak together.
- Encourage students to listen carefully to the way the characters say their lines, and try to mimic the intonation for dramatic effect.
- Put the groups back together and give them time to rehearse their lines.
- At the end of the lesson ask a few groups to come up and perform for the class. Make sure that a different group performs each time, so that everyone gets a chance to shine!

2.6 How to do craft activities

Craft activities are a great and much loved way for students to interact with English in a kinaesthetic way and use the language they have learned in a natural context. Every unit of **Shine On!** includes two colourful and interactive craft activities. To get the most out of your craft lessons, you could plan your craft lessons like this:

- Prepare a completed example of the craft before class to show students what they will be making. This will engage students and help them to think about what materials they will need. It will also help them understand your instructions better.

- Organize the materials that you will need for groups, e.g. scissors, glue, paint and coloured pens, before class. Details about what materials are needed are listed clearly in the materials box in each lesson. As the course progresses, or with more confident classes, encourage students to ask and give out materials when they need them, e.g. *Scissors, please. Here you are. Thank you.*
- Keep your instructions simple and in English so they become part of the learning experience.
- Think about what language you want students to use during the making of the craft, and in the activity after, and model this language as much as you can as you go through the stages.
- If you like, you can get the class to make each craft following your step-by-step instructions. For example, **First, cut out the circle.** Monitor and help students complete this part of the craft. Continue with the next stage when the whole class is ready to move on. Young learners have varied fine motor skill ability, e.g. some are great at using scissors, and some are not, so staging your craft lesson in this way will keep them all at the same pace and provide support to all the students. Once students have finished their craft, ask them to write their name on it, so they don't lose it.
- Allow students to take their crafts home to show and play with their families. This is a great way of involving the parents in their child's learning. Or, you could keep the crafts in class for the next lesson to play with and review the language from the day before. Then, allow students to take them home.

2.7 How to use the animated stories and songs

The stories and songs in *Shine On!* are brought to life through colourful animations, which can be used on your whiteboard. This provides a focal point for you to further engage and focus students when telling stories or singing songs. They also support the needs of a less confident class or less confident students within a mixed-ability class.

- When reading a story to the class for the first time, do so using the story animation. Pause at each frame and ask the class questions, e.g. **Who is he? Where is she? What is that?** Also, ask them prediction questions to help develop their critical thinking skills, e.g. **What do you think will happen next?** Follow this up by reading the story in your *Class Book*, then using the puppets to re-tell a tale.
- Alternatively, after you have read a story to the class using the *Class Book* and puppets, use the story animations to play some vocabulary revision games. For example, shout out a word and students point to it, e.g. *Desk! There it is! Megabyte! There he is.*
- The song animations provide a visual context to the language used in the songs. They will also help students better understand the actions used in the songs as they can copy what they see on the board.
- Focusing the class on the song animations on the board will also encourage those students who are shyer to sing and enjoy the music, as the focus of the class is on the board, and not on individual students.

3 Encouraging and creating an English environment

Surround students in English both visually and aurally so learning is everywhere. As well as using songs, chants and stories in English, build the English environment using some of these ideas:

3.1 How to make English visible

- Bring some English children's books to class. Allow students to look at them when they finish activities quickly or have a spare five minutes, or read them to the class yourself.
- Put the **Shine On!** English language posters on the wall, as well as other English cultural posters you might have.
- Display the students' work on the walls when they create a special piece of work to give them a further sense of achievement.

3.2 How to use classroom language

Shine On! comes with a comprehensive list of functional classroom language to make English the language of your class. The repetition of functional classroom language will be soaked up by your students and their understanding of English will quickly develop.

- Use actions or facial expressions and gestures. For example, as you say **Open your book**, use your hands together, opening up like a book. Nod your head and smile as you say **Good job!** Or put your finger to your lips as you say **Quiet, please.** Instructions that are repeated in classroom routines will also quickly be understood, e.g. **Good morning, everyone / Sit down, please / Put down your pencils / Touch the card / Goodbye, see you tomorrow / next week**, etc.

Classroom language for *Shine On!*

The audio version of this language is available on the *Shine On! Teacher's Resource Centre*.

To start the lesson:

- 1 Good morning.
- 2 Good afternoon.
- 3 Hello, everyone.
- 4 Are we ready?
- 5 Listen.
- 6 Sit down, please.
- 7 Stand up, please.
- 8 Let's sing.
- 9 Let's chant.
- 10 Let's play a game.

To start an activity:

- 11 Open your books.
- 12 Look at page (four).
- 13 Close your books.
- 14 Look at the board.
- 15 Look at the poster.
- 16 You need a pencil.
- 17 You need your crayons.

- 18 Colour the picture.
- 19 Draw a picture.
- 20 Cut the paper, fold the paper, stick here.
- 21 Circle.
- 22 Say the word.
- 23 Work together.
- 24 Move your chairs.
- 25 Ready?

During an activity:

- 26 Pick up your pencils.
- 27 Repeat after me.
- 28 Repeat after the CD.
- 29 Repeat.
- 30 Say it again!
- 31 Well done!
- 32 Very good!
- 33 That's great!
- 34 Show me.
- 35 Put up your hand!
- 36 Can you remember?
- 37 Quiet, please!
- 38 OK?

General interaction:

- 39 Come here!
- 40 Give me your book, please.
- 41 Touch the flashcard.
- 42 Point to the flashcard.
- 43 Thank you.
- 44 Help me, please.

At the end of a lesson:

- 45 OK, stop now.
- 46 Put down your pencils.
- 47 Close your books.
- 48 Right! That's the end for today.
- 49 Tidy up your books and pencils.
- 50 Goodbye, everyone.
- 51 See you tomorrow.
- 52 See you next week.

4 Engaging with parents

4.1 How to show parents their child's progress

- Each unit in **Shine On!** includes an *English at home* activity. Students learn a song in Lesson 3 to sing at home. In addition, there is another song in Lesson 5, plus two easy-to-use craft activities in each unit that students can take home and show to their families.
- A quick and easy way to let your students' parents know how their child is doing in class is to mark their work. This can be by awarding them a sticker after they complete each lesson, or simply by drawing a smiley face or a star on their notebook or *Workbook*. A brief comment is also great if you have time, such as **Great reading today!** or **Thank you for helping!** Allow time at the end of your lesson to mark each student's work.
- The *Workbook* also contains comprehensive practice activities, covering the language from the lessons. Encourage students to show them to their families and tell them what they did in class.



Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practising English outside the classroom can really help students become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practising stories, songs and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit **www.oup.com/elt/oxfordparents** and have fun helping their children with English!

And don't forget the dedicated *Student Website* for **Shine On!** where parents and students can work together and have fun. (See pages 19 and 32)

Creating an inclusive classroom

In this section you will get some practical advice and tips on teaching students with special educational needs (*SEN*) in your English classes. These students may need some extra help and support from you. By following these tips, you will create an inclusive classroom for all of your students.

What are SEN?

Students with *SEN* are students who have a learning difficulty or disability that calls for special educational provision to be made and students who have a significantly greater difficulty in learning than the majority of others of the same age. In schools with a policy of educational inclusion, these students will be in mainstream classes.

What is educational inclusion?

A policy of educational inclusion means that all children have a right to education with other children. Teachers therefore need to ensure that all students feel that they belong in school classes and are accepted for who they are. Differences between students need to be acknowledged, planned for and celebrated.

You can do it!

You might be worried about trying to include students with *SEN* in your class. Perhaps you are concerned that it requires specialist knowledge and could create a lot of extra work for the teacher. This does not have to be the case. As a teacher you are used to dealing with different personalities and abilities in your class. You are probably already adapting to widely differing student needs each day. Students with *SEN* are simply part of this variety and challenge. In addition, the teaching techniques that help to support students with *SEN* are good, practical techniques that will benefit all the students in your class.

Section 1: Top tips for creating an inclusive classroom

You do not need to be an expert on *SEN* to teach students with *SEN*. These simple tips will help you to make your classroom an inclusive space for all your students.

Tip 1: Be a role model

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. You need to believe that all students are unique and have a right to be taught. If you do not have much experience of interacting with people with *SEN*, you might feel worried about how to approach them. This is understandable, but you need to acknowledge this feeling and be prepared to learn more about *SEN*. For example, you can ask your student to tell you what helps them to learn and what makes learning more difficult for them.

If you notice that some students do not want to work with a *SEN* student, make sure you talk to those students privately about their behaviour and give praise and rewards to the students who are working well in teams.

Tip 2: See the person not the label

It is very important to get to know each student as a person and to not label them according to their *SEN*. If you have students who wear glasses in your classes, you do not assume that they have all got the same personality. In the same way, you should not assume every student with *SEN* is the same. Find out their interests and their strengths. Remember also that the range of *SEN* is wide, so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything; they may have some sight. Do not be scared of talking to the person about their *SEN*.

REGISTER GAME

Build opportunities to get to know your students into your normal class routines. For example, when you call the register, ask students to answer with their favourite colour, food or favourite word from the topic of the week.

Tip 3: Avoid judgements of behaviour

Do not label a student as lazy or not trying. Students with *SEN* are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class, but their brains might be overloaded with information that they cannot process and they need a short brain break. These students also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many students with *SEN* and behavioural difficulties only get noticed negatively by the teacher.

SEPARATE DESCRIPTION FROM JUDGEMENT

When you speak to students or their parents / carers, separate out a description of their behaviour from your judgement of it. For example, if you say ***You're not listening***, this is a judgement and will make the student react defensively. If you say ***When you look out of the window, I think you are not listening***, you can have a more positive discussion with the student about the issue.

Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other. For example, if you have students who speak a different L1 to the rest of the class, ask them to teach the class a couple of words in their language and compare these to your L1 and English. Use the topics in the ***Shine On! Class Book*** to compare different experiences, such as Level 2, Unit 7 on food.

BOASTER POSTERS

Display a large sheet of paper prominently in your classroom where you can record all student successes. These successes will often seem to be small steps for students with *SEN*, but can be very motivating. Focus on something the class or the student is working on. For example, for a student who has problems with social skills, you can note *James worked well with Albert today*.

Tip 5: Teach in a multi-sensory way

Students all learn in different ways. Some like to see information, some like to hear it and some like to get up, do and touch things. Students with *SEN* particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practise information in your lessons.

PRACTISING WORD STRESS

When you are teaching the pronunciation of a word, you can show the stressed part of the word in a visual, auditory or kinaesthetic way as follows:
Visual – write the stressed part of the word in a different colour on the board.
Auditory – ask students to hum or sing the stress of the word with louder sounds on the stressed sound.
Kinaesthetic – ask students to step out the stress by taking steps around the room and making longer strides for the stressed part of the word.

3D VOCABULARY

Vocabulary and spelling can be practised in 3D. For example, use 3D letter shapes to practise keywords or allow students to trace the letters in sand, clay or in the air in front of them.

WORDS FROM BODIES

Ask students to work in teams and to choose a word to review. Tell them to make the word from their bodies. Each student should choose one letter to represent with their body. Each group then stands in a line and shows their word. Other students guess the word.

Tip 6: Plan ways to adapt your lesson plan

You sometimes need to adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. This allows students to make progress in their learning wherever they start from. All students should achieve the same main aim, but they may do this in different ways.

DIFFERENTIATE BY TASK

If you think that a student will have a problem with a certain type of task, you can set them a slightly different task. For example, if the *Class Book* asks students to listen and draw a picture, give some students a partially drawn outline and ask them to fill in the missing detail, give others a blank page and ask them to draw the whole picture. Similarly, some units ask students to listen and circle an item and students with *SEN* such as dyspraxia may find drawing the circle difficult. Ask these students to simply put a mark next to the correct item.

DIFFERENTIATE BY RESPONSE

You can differentiate by asking students to show their understanding of the lesson by responding in different ways, not always orally. For example, students can hold up a coloured card to indicate whether they understand the point of the language presentation.
Red card = I don't understand.
Orange card = I understand some of it.
Green card = I understand all of it.
Individual mini-whiteboards are also useful ways for students to show their answers without having to speak in class. Students can draw or write their answer and hold up the mini-whiteboard. This is helpful for students with speech and language difficulties who do not like speaking in class and also for students who shout out answers inappropriately. If you cannot find mini-whiteboards, you can make them by laminating white A4 paper.

DIFFERENTIATE BY CONTENT

You can sometimes simplify the content of a task, particularly reading texts. Some students receive a simplified text, but all students get the same questions on the text. Preparation for this can be time-consuming so you should only do this if you can use the material again with another class.

DIFFERENTIATE BY RESPONSIBILITY

Students who find it difficult to participate, perhaps because they have communication difficulties, can be included in the class by getting a job from the teacher. Try to match the job with the student's need. For example, students who find it hard to keep quiet or keep *on-task*, can be given the job of monitoring the noise of the group. They can indicate how the class is behaving with agreed signals: A frowning face card to show the group is too noisy or not speaking English, a neutral face card to show the group is becoming a bit too noisy or not using enough English, a smiley face card for groups who are on track.

DIFFERENTIATION UPWARDS

It is important to think also about differentiation upwards, for those students who need more challenge and stretch. Easy ways to do this include:
Ask them to help another student.
Ask them to make up a test for other students.
Ask them to make up their own examples using the target language.

Tip 7: Work on class management

Clear, consistent classroom management is very important for students with *SEN*. They often have problems understanding and following rules and instructions, so it is important to think about the best way to help them to do this. It is very important, for example, to think about your seating plan.

SEATING PLAN

Do you have a seating plan for your classes? Some students need to sit near the teacher, some need to sit somewhere where they can see the teacher's face, some need to sit with other students who are positive role models, some, such as students with ADHD, need to sit away from distractions such as window blinds, radiators and projectors, some will need to sit near a door to feel safe. Work with the student to decide where is the best place for them to sit.

You will find more ideas for classroom management in section 3.

Tip 8: Work cooperatively with adults and students

Teamwork is the best approach to teaching students with *SEN*. It is particularly important to work with parents / carers. Sometimes these parents / carers can seem challenging to the teacher as they often ask for meetings and have many ideas and questions about the teaching. Remember that they have often had to fight for their children's rights. They can be your best ally and source of support if you keep good relationships and communication with them. They know their child best and will often have helpful strategies to suggest.

You will find more ideas for working with parents / carers in section 4.

Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, *SEN* organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

Tip 9: Work with students' strengths

Try to find out what your students' strengths and interests are and include these in your teaching. Students who have problems reading can sometimes be good at drawing and acting. Students who find it hard to sit still might be very good at organizing teams and role play. Students who are struggling academically might be very kind and helpful to other students.

STUDENT OF THE WEEK

Introduce a student of the week or month award. Give this to a student who has shown some special skill during the class and choose skills not related to academic achievement. For example, your student of the week could be a student who is the kindest student, the student who showed most empathy with other students or the student who persevered the most.

Section 2: Categories of SEN

Cognition and learning

The category of cognition and learning difficulties includes general learning difficulties and specific learning difficulties. Children with general learning difficulties usually have problems in many subjects. They are usually behind their peers in reading and writing. They can, for example, have problems understanding abstract ideas or making generalizations from examples given to them. They usually have difficulty with basic literacy, numeracy, and general understanding.

Some children have specific learning difficulties. These children have problems with a specific area of learning, but are not behind their peers in general learning.

Some of these specific learning difficulties may impact on a student's ability to learn another language, but do not mean it is impossible for them to learn a language. *SEN* in this category include dyslexia and dyspraxia.

USE COLOUR

Students with cognition difficulties benefit from the use of different colours in learning. For example, colour code parts of words that have the same sound.

'cat, bat, sat, pat'

Communication and interaction

The category of communication and interaction difficulties covers a wide range of problems. Children in this category have problems with speech, language, communication or a combination of all three. Their problems can range from mild to severe. This group includes students with autistic spectrum conditions (ASC), such as Asperger syndrome.

Speech and language difficulties can be productive and / or receptive. A student has problems with productive language when he / she has problems making others understand him / her. Students have problems with receptive language when they cannot understand another person's communication. For example, they cannot understand humour or the appropriate language for a social situation.

GIVING CHOICES

Give students with speech and language difficulties closed rather than open choices wherever possible. For example, ask them ***Do you want the red or blue pen?*** rather than ***Which colour pen do you want?***

Medical conditions

Some children have medical conditions that need on-going management and treatment. Your school should have a medical register with information on any medical conditions of your students that has been provided by their parents. All staff need to know where the register is kept and what to do in case of a medical emergency.

Social, emotional and behavioural difficulties (SEBDs)

This category is the most difficult to define and can cause strong differences of opinion between teachers. We know that all children behave badly sometimes. It is a part of growing up. It can be difficult to know if a student's behaviour is a sign of a *SEN*. A child is usually considered to

have social, emotional and behavioural difficulties when the problem behaviour occurs in many different situations, occurs frequently, is severe and not age-appropriate. You will need to check with other teachers to find out if the student is behaving badly in all lessons or only in English.

CATCH ME BEING GOOD

Give students with SEBDs a card with the title 'Catch me being good'. Tell them to leave this card on their desk. As you walk around the class, put a tick every time you notice that the student is *on-task* and behaving appropriately. These students are usually noticed negatively, and they need to be noticed positively.

Sensory impairments

This category also covers a wide spectrum of need and ability. Children in this category have hearing, visual or physical impairments. These disabilities might not have an impact on their ability to learn a language. However, the teacher will need to make adjustments to the classroom. For example, it will be important to consider seating arrangements and the layout of furniture.

REFRAME POOR BEHAVIOUR

Sometimes a student is misbehaving because they cannot see or hear properly. Check this out before assuming a student is simply being naughty.

Students with different L1

You may have some students in your class who have a different L1. These students might speak one language at home, another at school and English might be their third language to learn. This can affect their thinking and processing time and it can also affect them emotionally, as they might feel quite displaced. Try to provide opportunities for them to share their culture and be sensitive when teaching materials such as festivals and traditions, which may cause the student to feel isolated and different. Praise their ability to learn different languages so that it becomes a positive and not a negative.

PLAY WITH PRONUNCIATION

If students are having trouble with English pronunciation, ask them to say the word as they would in their own language, exaggerating the 'wrong' pronunciation. Then ask them to say it in a very English way. Permission to use their own language system often leads to better English pronunciation!

Section 3: Teaching tips for including students with SEN

In this section we will look at some more planning and management techniques for including students with *SEN*.

Planning

Physical layout

Consider the layout of the room and how suitable it is for all your students. For example, is it easy for students in a wheelchair to move around? Is there an area that can be used for role play or physical games and is there a quiet area? Some students, such as those with ASC, will need a

quiet area away from the group to calm down when they get agitated.

Visual displays

What is the impact of your environment on your students? Is your room stimulating enough, but not over-stimulating for any students with sensory needs?

Have you got displays on the walls? Can you encourage students to make things for the wall? They often remember things that they have touched and constructed much more clearly than pieces of writing.

Sensitive topics

Try to be sensitive to your students' needs and think about the topics in your *Class Book*. If you are introducing family members, for example, students who live in complex, separated families may start to behave badly when asked to talk about their family. In Unit 7 of *Shine On!* 1, students are asked to draw their family tree. If you think any students will have a problem with this, they can be given the choice of drawing the family of the characters from the book. Each level also introduces some festivals, for example Halloween, Easter and Christmas. These might not be celebrated by some of your students and it might be an opportunity to ask about their festivals.

Difficult tasks

Craft activities

Be careful if you are using tasks that require the student to make things. Some students, for example those with dyspraxia, have difficulty holding and using scissors. They may need to read the instructions while another student makes the object.

Writing tasks

Students with dyslexia have trouble reading and copying down words from the board. Students with dyspraxia have trouble holding a pen and writing. Try using different colours for different words or parts of words, make sure your own handwriting is clear and give students handouts wherever possible.

Tasks that require focus and sitting still

Some students, such as those with ADHD, will find it hard to sit still and concentrate on longer tasks. These students need short tasks and praise for doing the right things. Let them run around or stretch, and give brain breaks. Acting out real situations will also appeal to these students.

Brain breaks

Brain breaks are quiet calming points of your lesson where students can rest their brains. Students with *SEN* can often feel that their brain is overloaded with information and anxiety. Notice how long your class can concentrate and build in brain breaks for this time. Students can give their brain a short break by:

- Standing up and stretching
- Having a drink of water
- Closing their eyes and resting their head on the desk for a couple of minutes
- Spending a couple of minutes doodling
- Massaging their head.

Spelling tasks

Teach students how to visualize words. Ask the student to imagine the word up high, visualizing it rather than sounding it out. They hold the word as a photo in their mind. Write new words on the right of your board, up high. This encourages students to access their visual memory.

Words on the wall

Have a high-frequency word bank on your wall, put the words on Velcro strips or use strips on the board. Students can then borrow a word from the wall when they need a reminder of how to spell it.

Classroom management techniques

Good classroom management can really help students with *SEN*.

Give clear instructions

Clear instructions are essential for all students, but particularly important for those with *SEN*. When you give instructions, use a non-verbal gesture to support the message. For example, point to your ear or show a picture of an ear to indicate *Listen*. Give an example of what you require and then get an example from your students to show they understand.

Use visual reminders

Non-verbal signals are very effective for helping students with *SEN* to understand and remember what to do. Use non-verbal reminders for classroom routines and rules. You could use visual aids such as traffic lights to show when the group is going *off-task*, for example.

TRAFFIC LIGHTS

Put up a picture of traffic lights at the front of the classroom. Place an arrow next to the traffic lights. Point the arrow to green when the class is working *on-task*, point the arrow to orange when the group is getting distracted or *off-task* and point the arrow to red when the group is *off-task* and needs to focus.

Lesson stages order

Use pictures to show the different stages of your lesson. For example, an ear for listening, a mouth for speaking. Put these pictures on the board at the start of your lesson to show the order of activities.

Use your space

Think about your use of space in the room. Choose a place at the front of the class where you will try to always stand when giving instructions. Choose another place where you will stand when you are reminding about rules.

Think also about the energy you create in the room. If you are running around the room, you will create stress and make hyperactive students very restless, for example.

Create structure

All students need structure and consistency to feel safe in the classroom and this is particularly true of students with *SEN*. Make sure you have clear classroom rules. Remember that it is easier to start with clear rules and expectations than to try to establish them when things are going wrong. Involve your students in making the rules. Even young students can do this. You can use the values in the *Shine On! Class Book* to make a class contract.

Class contracts

Create class contracts with your students that focus on rules that will make the class safe and inclusive. Ask students to write down five rules for the class that they think would make learning safe and fun. Ask them to begin each rule with *In this class, we ...*. Give them some examples from the *Shine On! Class Book* values and encourage them to use these words.

Examples of values:

- *Be friendly.*
- *Be careful.*
- *Take turns.*
- *Share things.*
- *Be active.*
- *We pay attention.*
- *We listen carefully.*

Examples of rules:

- *In this class we listen carefully to each other and the teacher.*
- *In this class we are friendly to everyone.*
- *In this class we are helpful to everyone.*

You can then discuss which rules to use in the contract and put it up on your classroom wall. If students break the rules, come back to the class contract and discuss what is not working. Be specific about what you have noticed, without naming students. Say ***We have a rule about listening to each other and I have noticed that some students are laughing when some people are speaking. How can we stop that?***

Teacher language

Teacher language greatly influences students. Many students with *SEN* do not understand or remember what they have been told to do. It is vital therefore to use assertive, clear language for instructions, praise and general comments in class.

Say what needs to happen

Tell students what you want them to do, not what you don't want them to do. For example, say ***Look at the board*** rather than ***Don't turn around***.

Do not repeat and rephrase instructions continually. Give them and give students a chance to process them.

Name a positive intention

Find and name a positive intention behind an inappropriate behaviour. For example, saying ***I know you want to show me you know the answer; I need you to put your hand up and wait*** is more positive than saying ***Stop calling out all the time and disrupting the class***. If you have a student who is always making jokes about other students, you can say ***I know you are very funny; you can be funny without being unkind***.

Name the right thing

Praise students for doing the right thing, rather than always noticing when they do the wrong thing. For example, you can say ***Thanks for waiting with your hand up*** rather than ***Stop interrupting***.

Use inclusive language

Make sure to use the pronoun *we* whenever possible and keep the focus on group learning. For example, you can say ***We are not learning well today; how can we all make that better?***

EXAMPLES OF POSITIVE CLASSROOM LANGUAGE

Show me you are listening.

I know you want to show me you know the answer; remember the hands up rule.

We are not in a good learning state; how can we change that?

We are all part of a problem; how do we solve it?

Great learning today, everyone.

Remember we wait patiently if someone needs more time to think and speak.

No put-downs in this class.

Who can tell me the rule for waiting our turn?

We don't speak to each other that way in this class.

Learning is not taking place now; how can we all change this?

Student involvement

Study buddies

Children often understand each other's needs better than adults. They can help and support students with *SEN* and building relationships will help foster a positive climate for learning. *Study buddies* are students who agree to help another student. It can be done by asking the student with *SEN* who they would like to help them. Or you can give the job to a student who needs to experience responsibility. Emphasize that they will be helping each other at times as well. Sometimes a student with behavioural difficulties likes to help others and sometimes quiet students benefit from being a *study buddy* for someone with *SEN*.

Thank you stars

Each student takes a piece of paper and draws a star on one side. On the other side they write something nice to each student in the class. This can be set up as a routine where students can collect the stars from a place in the class and give them out at any time.

This activity encourages all students to focus on the strengths and positive attributes of each other.

Listening to each other

In general in your class, encourage students to listen to each other by asking them to repeat what a student just said and doing choral repetition of good answers. You can say ***So, John told us that ... What did John tell us ...?*** and all the class repeat the answer together.

Section 4: Work with parents / carers

Communication

Open communication channels between home and school ensure that ideas can be shared and situations dealt with as they arise. Discuss with the parent / carer a way of keeping in contact that suits you and them. This might be email or phone calls. It is better to set a regular time and

way of communicating rather than only contacting the parent / carer when a problem arises.

Home-school notebook / diary

Use a home-school notebook / diary where parents / carers and the teacher can write important information and feedback on the day.

Meetings with parents / carers

When planning meetings with parents / carers, try to find times that are convenient for them. If they cannot attend, check if another family member is able to represent them. Consider the best place to hold the meeting. If it is in a formal office, it might be intimidating for the parent / carer. Do not sit behind your desk, this will make the parent / carer feel like a child sitting on the other side.

Praise postcards

Parents / carers of students with *SEN* are often only contacted to discuss problems. Make sure you also communicate good news. Create or buy a set of postcards with positive pictures on them. Try to send a positive message to the parents on the postcard throughout the school year. Focus on something specific, such as progress made in speaking or listening.

Acceptance of SEN

Some parents, for personal or cultural reasons, find it difficult to accept that their child might have *SEN*. Be respectful of their feelings and remember that teachers should not give diagnoses. Focus on the problems you see the student having in class and ask if they have noticed similar issues at home. Try to frame the interventions as a positive step. You can say ***I understand that this is worrying, but I can see John is really trying hard and would like to find ways to support him more.*** Use inclusive language and say ***How can we work on this together?***

Objections from other parents

Parents of other students in your class might sometimes be concerned that their child is in a class with a student with *SEN*. They may be worried that their own child will not make good progress if the teacher is dealing with the needs of students with *SEN*.

These parents want reassurance from you as the teacher that that their child is not being overlooked. Emphasize that all students benefit from learning in inclusive classrooms because they will learn to value diversity, difference, develop empathy and understanding of others' needs, something that is valuable for all citizens, for a society to flourish.

Section 5: Exercises to develop empathy and listening skills

Build activities into your lesson planning that encourage all students to develop the skills of listening and understanding each other. In this way you will create an inclusive ethos in your classes. Here are some techniques for doing this that can be adapted for different language points and different levels.

Shadowing and doubling

In role plays, ask two students to share one role. One student stands behind their partner and helps them with language (by whispering in their ear to give encouragement or new language). Alternatively, one student stands behind their partner and taps them on the shoulder when they want to take over.

Answer for me

Ask one student (A) to come to the front of the class. Then ask two other students who know this student to come and stand behind student A. The class should then ask student A questions. Students B and C must answer on behalf of student A. For example, the class could ask *What's your favourite food?* and students B and C must guess what student A would answer. Student A can nod or shake their head to indicate if the answer is correct. This activity means students have to imagine what it is like to be someone else in the class. Language topics can be chosen according to the level of the group.

Think, pair, share

When you ask the class a question: First give students two minutes to think on their own, then one minute to share their answer with another student. Then ask pairs to share their ideas with the group / class. This gives students time to process questions and think of a response.

Collective identity

Encourage the class to make predictions about their classmates. For example:

All of us ...

Some of us ...

None of us ...

When they have agreed on statements, put these statements on the wall and add to them as the year goes on. A student can make a prediction and see if it's correct. If it's correct, put it on the wall.

Formative assessment

Assessment for learning is recognised by educators around the world for its role in improving learning and contributing to better teaching. This is achieved through:

- reviewing students' progress regularly to find out how well they are learning
- identifying strengths and weaknesses in students' knowledge and skills
- focusing on areas for improvement which will move learning forward
- providing opportunities for teachers to develop their teaching and classroom management skills

Assessment for learning is an approach which calls on the teacher's expertise to benefit their students' learning in two important ways: by helping them to achieve their learning goals, and by equipping them for lifelong learning.

Teachers guide learners towards their goals

Successful assessment for learning is underpinned by skilful diagnostics, clear learning intentions, and success criteria, which, in turn, inform effective feedback.

Diagnostics, learning intentions, and success criteria are key requirements for both assessment for learning and effective feedback. They draw on a range of teacher skills and expertise – from encouraging classroom dialogue, to asking appropriate questions, and providing clarity and guidance as learners progress towards achieving their goals.

For learners of all ages and levels

Assessment for learning can be used flexibly to benefit learners of all ages, levels, and in a variety of contexts.

Because assessment for learning reflects everyday teaching practices, it can be used and adapted across a range of contexts. At lower levels of proficiency, the focus might be more on informative or corrective feedback, while higher-level learners can be challenged with tasks which require reflection and critical thinking. Approaches to assessment for learning can also be modified for students with specific learning difficulties, such as dyslexia.

Assessment for learning is compatible with both grammar-based and communicative teaching approaches, allowing teachers to set their own priorities according to the approach they take.

Information from tests can be considered alongside the evidence gathered from everyday classroom practice, and research suggests that assessment for learning and effective feedback can also make a positive contribution to preparation for examinations.

Moves the learning forward

Effective feedback 'closes the gap' between current and desired performance.

It is clear from research that feedback from teachers to learners can have a significant impact on teaching and learning. Providing high-quality, focused feedback and allowing learners the time and opportunity to act upon it is essential. It is also important that the feedback stretches learners appropriately and moves them towards their next learning goal, while still giving them a sense of achievement. Research also indicates that feedback from learners to the teacher can play an equally important role in moving learning forward.

Better outcomes and achievement

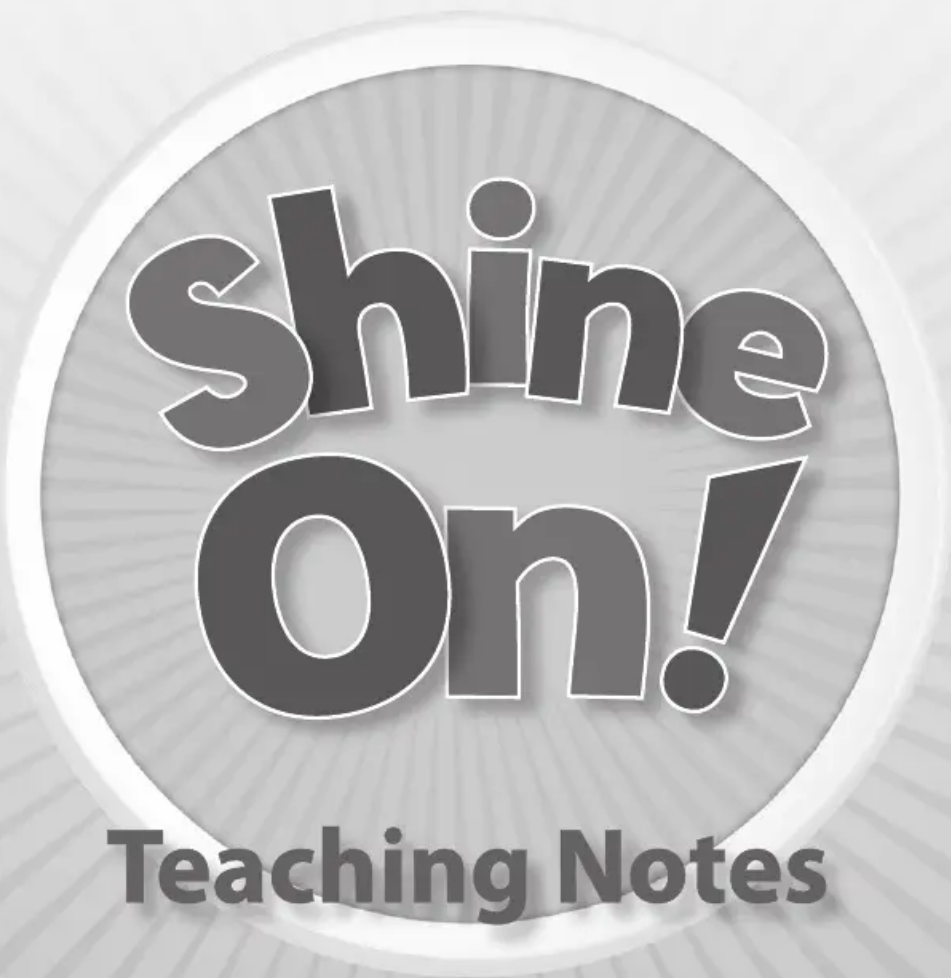
Assessment for learning provides some of the most powerful methods for helping students become successful and motivated learners.

Assessment for learning helps to foster motivation by emphasising progress and development, rather than failure. Using the tools of assessment for learning, teachers can help students make sense of their learning, become involved in their own progression, develop habits of reflection and self-monitoring, and understand what success looks like. In this way, students develop greater motivation and are supported in working towards achieving their goals.

Positive attitudes to lifelong learning

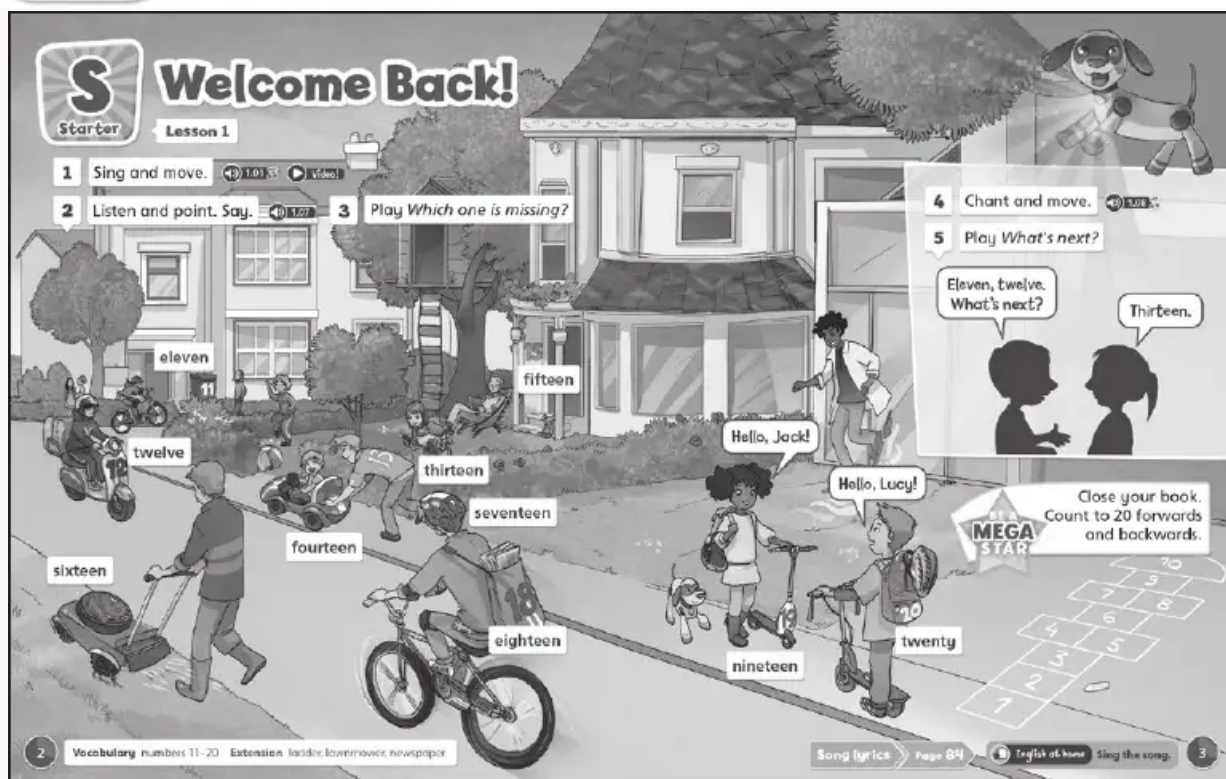
Effective assessment for learning helps to nurture positive attitudes to independent, lifelong learning.

In an ever-changing world there is an increasing expectation that learning will occur throughout life, beyond the school or university, as part of both personal and professional development. The evidence indicates that assessment for learning encourages the kinds of approaches to learning which help individuals become more independent and thoughtful learners. Students who have been encouraged to take a more inquisitive and reflective attitude to learning are far more likely to develop into lifelong learners.



Shine On!

Teaching Notes



Lesson 1

pages 2–3

Objectives

- To introduce the main course characters.
- To sing a song.
- To present numbers 11–20
- To review numbers 1–10, family members and toys

Language and structures

Active: numbers 1–20; family members; toys; greetings; *What's next? Stop!*

Extension: ladder, lawnmower, newspaper

Passive: sing, move, listen, point, say, play, chant, close your book, count, forwards, backwards

Materials

Starter Unit flashcards; Class Audio; Shapes and numbers poster

Warmer

- Say **Hello, I'm (your name)** and wave at the class. Ask the class to stand up, say hello and their name *Hello, I'm (Magda)* as they wave to you. Encourage the class to respond *Hello, (Magda)*. Ask students to introduce themselves to the people around them.
- Ask students to open their books and look at the picture. Can they remember the names of the characters? (*Jack, Lucy, Uncle Alex, Megabyte*). Point to the characters and

review their names. Then read the speech bubbles together. Remind students that Jack and Lucy are neighbours and that Lucy's uncle Alex is an inventor.

1 Sing and move. 1-01

- Play the *Shine on!* song once for students to listen.
- Play the song again, modelling actions to help students understand the song (see Teacher's Guide page 138 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again for students to join in and do the actions. Students can follow the lyrics on Class Book page 84.

2 Listen and point. Say. 1-07

- Books closed. Review numbers 1–10 by writing the numbers on the board in a random order. The students say the number that they see. Say **Well done!** when they are correct.
- Present numbers 11–20 using the flashcards or the Shapes and numbers poster, pointing to them in order and saying the number for students to repeat. Then give out the flashcards to different students and ask the class to say the numbers in order. The students hold up the flashcards in turn to show the numbers.
- Ask one of the students to hold up a flashcard and get another child to say the number. If they say the correct number, they take the flashcard. Continue with different children until everyone has had a turn.

- Books open. Ask students to find and say the numbers 1–20 in the picture. Then play the recording for students to listen, point to and repeat numbers 11–20.

Transcript

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
twelve, nineteen, eleven, eighteen, sixteen, thirteen, fifteen, fourteen, twenty, seventeen

Extension activity

Use the picture on Class Book pages 2–3 to review vocabulary from Level 1 in the picture. Call out a word and ask students to point to it in their Class Book (*book, bag, teddy, ball, scooter, bike*).

Tell students that the people outside Jack's house (number 15) are his family. Say the family members one at a time (*mum, dad, brother, grandma, grandpa*) and ask students to point to the people in the picture.

21ST CENTURY SKILLS Communication

Students learn and review vocabulary using visual and audio media.

3 Play *Which one is missing?*

- See the Ideas Bank (Teacher's Guide page 134) for instructions.

4 Chant and move. 🎧 1•08

- Play the chant once through for students to listen.
- Play the chant again, holding up the flashcards as they are mentioned. Encourage students to point to the numbers in their Class Books.
- Play the chant once more. This time place the number flashcards on the walls around the room. Students join in the chant and point to the flashcards.

Chant

One, two, three.

Four, five, six.

Seven, eight, nine.

Ten. What's next?

Eleven, twelve. What's next?

Thirteen, fourteen. What's next?

Fifteen, sixteen. What's next?

Seventeen, eighteen. What's next?

Nineteen. Twenty.

Hooray!

5 Play *What's next?*

- Demonstrate the game using the number flashcards on the board. Place two consecutive flashcards, e.g. 11 and 12, on the board and say **11, 12. What's next? 13!** When students have got the idea, they can play in pairs or groups, or as two teams.

Be a Megastar: Close your book. Count to 20 forwards and backwards.

- Students can do this in pairs or as a class game. If in pairs, ask the other child to listen carefully and say *Stop!* if their partner makes a mistake. If playing as a class, divide the class into two teams. Ask the students in one team to take turns to say one number each; they get a point for each

number they get right. If they find this easy, ask one team to count up only the odd numbers (*one, three, five*, etc.) and then challenge the other team to count the even numbers (*two, four, six*, etc.)

EXTENSION VOCABULARY If you introduce these words, point to the pictures in the book, say and ask the students to point and repeat. Encourage students to use these words orally as the unit progresses.

Mixed ability

- To provide extra challenge for more confident students, you can ask them to work together to ask each other questions about the picture. They can ask about objects (e.g. *What's this? It's a bag.*), people (e.g. *Who's this? It's Jack.*) and use colours and numbers (e.g. *What colour is the car? How many bikes?*).
- Use the picture in the book to teach the extension vocabulary: *ladder, lawnmower* and *newspaper*.
- Ask students to record or write the words in their notebooks using pictures or translations.
- Less confident students can work in pairs to review the vocabulary from this lesson by taking turns to point to items in the picture for their partner to name.

Finisher

- Play *Change places*. See the Ideas Bank (Teacher's Guide page 135) for instructions.
- Play the *Goodbye* routines song 🎧 1•06 once for students to listen.
- Play the song again, modelling actions to help students understand the song (see Teacher's Guide page 137 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions. Students can follow the lyrics on Class Book page 84.

Workbook page 2

For answers and scripts see Teacher's Guide page 142.

S Lesson 2

1 Listen and point. Say. **1.09** 2 Chant and move. **1.10**

3 Listen and read. Say. **1.11**

Learn grammar with **Lucy and Jack**

How do you spell 'Jack'? J-a-c-k.

4 Ask and answer.

How do you spell 'Marta'? M-a-r-t-a.

4 Grammar How do you spell 'Jack'? Letter names A-Z

S Lesson 3

New Neighbours

1 Listen and read. Act. **1.12** 2 Think Talk about the story.

Goodbye! Goodbye.

I'm sad.

Oh, Elliot!

I'm happy!

Jack! Look! New neighbours.

Hello. Welcome!

Hello. I'm Jack.

Nice to meet you, Jack!

Who's that?

And you!

Lesson 2 page 4

Objectives

To present and practise the alphabet

To present and practise a new grammar structure.

Language and structures

Active: letter names A–Z, *How do you spell ('Jack')?*

Passive: read, ask, answer

Materials

Class Audio; Alphabet poster; cards with letters of the alphabet written on them (upper case on one side, lower case on the other)

Warmer

- Play the *Shine on!* song from Starter Unit Lesson 1 page 2 **1.01** for students to listen and join in.

1 Listen and point. Say. **1.09**

- Point to the picture and ask students to say the names of the course characters (Lucy and Jack).
- Display the Alphabet poster. Play the recording and point to the letters. Students repeat the letter names.
- Play the recording again. Students listen and point to the letters in their books. Play it once more for students to listen, point and repeat the letters.

Transcript

A, B, C, D, E, F, G,
H, I, J, K, L, M, N,
O, P, Q, R, S, T, U,
V, W, X, Y, Z

2 Chant and move. **1.10**

- Play the chant once through for students to listen.
- Play the chant again, pointing to the letters on the Alphabet poster. Encourage students to do the same in their Class Books.
- Hand out the letter cards to students. Ask them to say the letter name as you give them the card. Play the chant. Students join in and hold up the letter cards.

Chant

A, B, C, D, E, F,
G, H, I, J, K, L,
M, N, O, P, Q, R,
S, T, U, V, W, X, Y, Z

Extension activity

Put students into pairs and ask them to stand up. Students take turns writing a letter on their partner's back. Their partner feels the letter and guesses what it is.

3 Listen and read. Say. **1.11**

- Play the recording for students to listen. Then play it again and encourage students to repeat the structure. Ask volunteers to come and find the letter cards *J, a, c* and *k* and spell Jack's name on the board.
- Ask **How do you spell 'Lucy'?** Volunteers can come and find the letter cards; other students can check in their books. Ask the whole class to repeat: *L-u-c-y*.
- Repeat with *Alex* and, if students are feeling confident, *Megabyte!*

Transcript

Lucy How do you spell 'Jack'?

Jack J-a-c-k.

4 Ask and answer.

- Point to the picture and ask students to say the name, 'Marta'. Ask **How do you spell 'Marta'?** Model the spelling pointing to the letters as you say them.
- Ask students to write their own names in their notebooks and practise saying the letter names in order.
- Ask a volunteer to spell his or her name by asking **How do you spell ('Ela')?** The child should respond and then ask the same question to another child. Ask the students to stand up and find a partner. They should take turns to ask and answer before moving on to a new partner.

TEACHING TIP Less confident students can continue to spell their own name to each new partner. More confident students can be asked to spell their partner's name.

Finisher

- Play *What's next?* with letters of the alphabet. Say a sequence of three letters, e.g. **A, B, C**, and ask **What's next?** (D) Allow students to look at their books to begin with, then challenge more confident students to answer without looking.

Workbook

page 3

For answers and scripts see Teacher's Guide page 142.

Further practice

Starter Unit Vocabulary and Grammar Worksheet
(Teacher's Resource Centre)

Lesson 3

page 5

Objectives

To present new vocabulary and review known vocabulary in the context of the story.

To practise a short role play taken from the story.

Language and structures

Active: *goodbye, hello, I'm (sad/happy), Look! New neighbours. Welcome! Nice to meet you! And you! Who's that?*

Passive: *act, talk about the story*

Materials

Starter Unit flashcards; Class Audio; cards with letters of the alphabet written on them

Warmer

- Play *Bingo* with letters of the alphabet. See the Ideas Bank (Teacher's Guide page 135) for instructions. Use the alphabet cards to generate random letters.

1 Listen and read. 1-14

- Point to the first frame of the story and ask students what they can see in the picture. Point to known items (teddy, cat) and ask students to name them.
- Point to the second frame of the story. Tell students the girl is called Ellie and that the other people we can see in the picture are her mum and dad.

- Play the recording or the video. If you are using the recording, encourage students to point to the correct pictures and follow the speech bubbles as they listen.
- Play the recording again and ask students about each frame. 1 What is Ellie doing? (She's saying goodbye to a friend.) 2 Where is she now? (At the airport.) How does she feel? (Sad) 3 Where are Ellie and her family now? (At their new house.) How does her mum feel? (Happy) 4 How does Ellie feel? (Sad) 5 Who has come to visit Ellie's family? (Her new neighbours: Jack and his mum, Lucy and Megabyte.) 6 Who is looking at Ellie? (Megabyte) Ask them how Megabyte is different to a normal dog (he's a robot).

Story New Neighbours

Friend Goodbye!

Ellie Goodbye.

Ellie I'm sad.

Ellie's mum Oh, Ellie!

Ellie's mum I'm happy!

Lucy Jack! Look! New neighbours.

Ellie I'm sad.

Jack's mum Hello. Welcome!

Jack Hello. I'm Jack.

Ellie's mum Nice to meet you, Jack!

Jack And you!

Megabyte Who's that?

Act.

- Divide the class into groups to act out the story. (There are seven speaking parts, including Megabyte, but you can also include Ellie's dad as a non-speaking character.) Allow students time to practise in their groups, then invite groups to act out the story for the class.

TEACHING TIP In a less confident class, allow students to act along with the recording in their groups.

Think Talk about the story.

- Ask if any of the students have moved house and/or school. How did they feel? Were they sad or happy?
- Jack's mum takes cakes to welcome their new neighbours. Ask for students' ideas about what we can do to make new people feel welcome.
- Ask students for their ideas about what might happen next. Do they think the children will become friends?

Extension activity

- Students to stand in two lines, facing each other. The students greet each other by saying, *Hello! I'm (Victor)*. Encourage them to say *Nice to meet you! And you!* and finish the exchange by saying *Goodbye*.
- Move a child from one end of a line to the other. Students repeat the exchange with their new partner.

Finisher

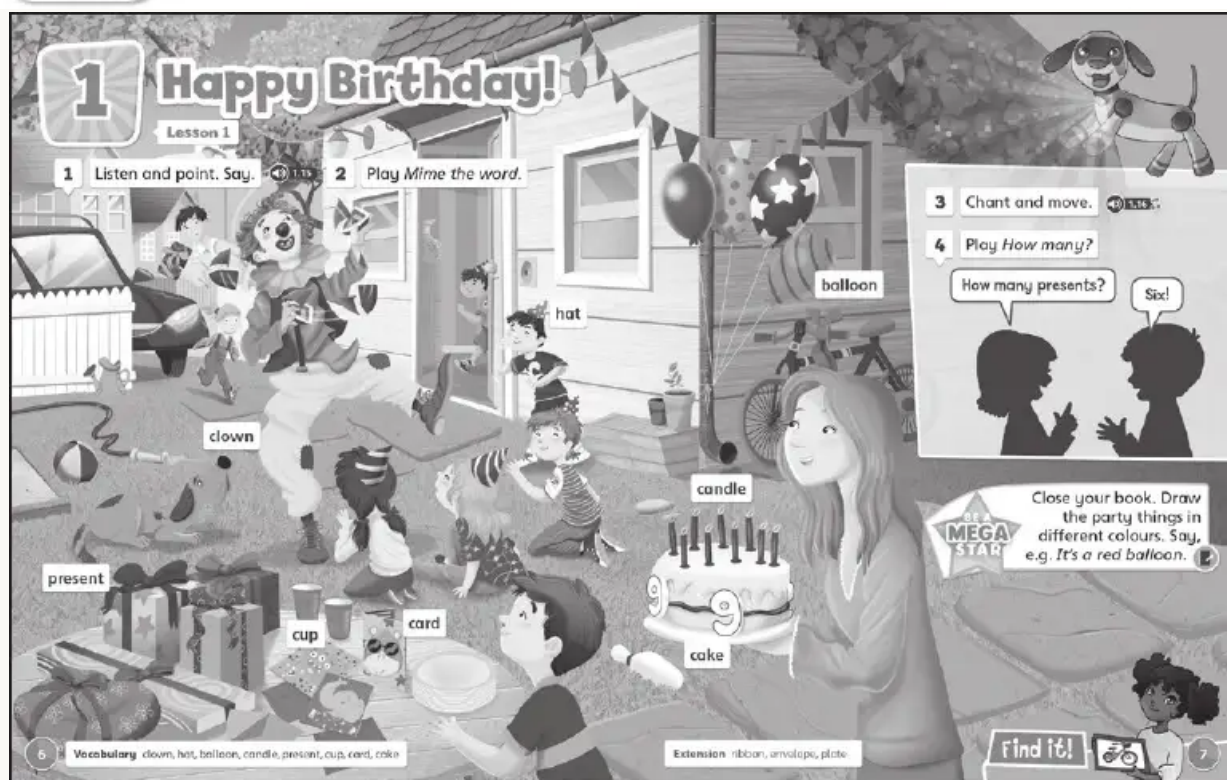
- Play *Hit the card* with number flashcards and letter cards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

Further practice

Starter Unit Story worksheet (Teacher's Resource Centre)

1

Happy Birthday!



Lesson 1

pages 6–7

Objectives

To present and practise eight new items of vocabulary.
To review vocabulary from a previous unit.

Language and structures

Active: clown, hat, present, cup, card, balloon, candle, cake, bike, numbers, colours; *How many (presents)? It's (a red balloon).*

Extension: ribbon, envelope, plate

Passive: mime, word, draw, party things, different colours, find it

Materials

Unit 1 flashcards; Class Audio; number flashcards 1–10 (optional); coloured pens / pencils

Warmer

- Play the *Hello routines song* 1:02 for students to listen, do the actions, and join in as much as possible. See Teacher's Guide page 137 for lyrics and actions.

1 Listen and point. Say. 1:15

- Books closed. Introduce the new words using the flashcards. Hold up the flashcards and say the words for students to repeat.

- Books open. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point and repeat the words.
- Finally, point to the pictures in the book and ask the students to say the words.

Transcript

clown, hat, balloon, candle, present, cup, card, cake
card, hat, present, balloon, cup, candle, clown, cake

2 Play Mime the word.

- Divide the class into two teams. One team chooses a flashcard/word from the new vocabulary set and mimes it. If the other team guesses the word and pronounces the word correctly, they score a point, otherwise the point goes to the team performing the mime.
- Alternatively, divide students into groups of three and four. One child mimes a word for the others to guess. The first person to guess it mimes the next word, and so on.

21ST CENTURY SKILLS Creativity and innovation

Students use different techniques, such as mime and pictures, in order to help memorize new vocabulary.

3 Chant and move. 1:16

- Play the chant once through for students to listen.
- Play the chant again, pointing to the flashcards on the board. Encourage students to point to the flashcards and then hold up the correct number of fingers.
- Play the chant once more and ask students to join in.

Chant

How many hats? Five hats!
How many cups? Two cups!
How many clowns? One clown!
How many balloons? Four balloons.
How many presents? Six presents!
How many cards? Three cards!
How many cakes? One cake.
How many candles? Nine candles!
Yes, I'm nine! I'm nine today!

TEACHING TIP As an extra activity, give the number flashcards (1–6 and 9) and Unit 1 flashcards to different students. Play the chant again and for each line the students with the number and the object should stand and show their flashcards.

4 Play *How many?*

- Books closed. Ask students to picture the illustration in their heads. Say **How many balloons?** and encourage students to respond with the number (*Four*) or number and object (*Four balloons*). They can look in their books to check.
- Remind students how to form the plural by adding 's'. Model the pronunciation for them to repeat. Point out that we use the plural in the question, e.g. *How many presents?*
- Students can play in pairs, groups or as two teams, taking turns to ask and answer. As well as the new vocabulary, they can ask about other objects in the picture, e.g. *How many bikes/cars/boys/girls/dogs/balls?*

TEACHING TIP Students may count seven presents if they include the bike. Accept this as an alternative answer.

Be a Megastar: Close your book. Draw the party things in different colours. Say, e.g. *It's a red balloon*.

- Ask students to close their books and take out their notebooks and coloured pens. Tell them that they are going to try to remember the eight new words and draw a picture of each one in a different colour.
- Walk around the class as they work, asking **What's this? What colour is it?** When they have finished, they should tell a partner about their pictures, saying e.g. *It's a blue cup*. You can also ask some students to present their pictures to the class.

TEACHING TIP Remind students to use *an* instead of *a* before *orange*.

- Congratulate the students for the items they remembered and explain that making their own pictures can help them to remember new words.

Fast finishers

- Ask fast finishers to count the different party things and write the correct number next to them. That is, cards (3), presents (6), cups (2), hats (5), candles (9), balloons (4), clown (1) and cakes (1).

Self-review

- Ask students to take out red, orange, and yellow coloured pens / pencils (or cards, if they have them). Tell them that red means *Great*, orange means *Good* and yellow means *OK*. Ask students to hold up the colour which shows how well they think they can remember the new words.

Find it!

- Point to Lucy's tablet and ask students what they can see (a bike). Ask students to find a bike in the main picture. (It's next to the balloons.)

EXTENSION VOCABULARY If you introduce these words, point to the pictures in the book, say and ask the students to point and repeat. Encourage students to use these words orally as the unit progresses.

Mixed ability

- To provide extra challenge for more confident students, you can ask them to work together to ask each other questions about the picture. They can ask about objects (e.g. *What's this? It's a ball.*), people (e.g. *Who's this? Mum.*) and use colours and numbers (e.g. *What colour is the car? How many bikes?*)
- Use the picture in the book to teach the extension vocabulary: *ribbon*, *envelope* and *plate*. Ask students to record or write the words in their notebooks using pictures or translations. Less confident students can work in pairs to review the vocabulary from this lesson by drawing pictures for their partner to name.

Finisher

- Play *Mystery flashcard*. See the Ideas Bank (Teacher's Guide page 134) for instructions.
- Play the *Goodbye routines* song 🎧 1.06 for students to listen, do the actions, and join in as much as possible. See Teacher's Guide page 137 for lyrics and actions.

Workbook pages 4 and 68

For answers and scripts see Teacher's Guide page 142.

Further practice

Unit 1 Vocabulary and Grammar Worksheet 1
(Teacher's Resource Centre)

Lesson 2

1 Listen and read. Say. 1:17

Learn grammar with Lucy and Jack

There's a present!

There are five cards.

2 Listen and write A or B. 1:22




3 Play A or B.

There are five balloons. A

4 Choose a number and one of the party things. Draw and say. 1:27

There are three presents.

Grammar: There's a / one present. There are five cards.

Lesson 3

1 Sing. 1:20

2 Read, find and point.

There's a clown.
There's a cake.
There are presents.
There are cards.

3 Make a card for your friend. Say.

There are eight candles.

Song lyrics Page 84 English at home Sing the song

Lesson 2 page 8

Objectives

To present a new grammar structure.

To practise the new grammar structure with the Lesson 1 vocabulary.

Language and structures

Active: *There's a / one (present). There are (five cards). clown, hat, present, cup, card, balloon, candle, cake, bike, numbers, colours*

Passive: *write, choose*

Materials

Unit 1 flashcards; number flashcards; Class Audio; coloured pens

Warmer

- Play the chant from Unit 1 Lesson 1 page 7 1:16 for students to listen and join in if possible.

TEACHING TIP In a less confident class, review numbers 1–20 before continuing.

1 Listen and read. Say. 1:17

- Point to the picture. Ask students to say what they can see.
- Play the recording for students to listen and read the speech bubbles.
- Point to the present in the picture and ask **How many presents?** Encourage students to reply, *One*. Praise students and repeat the structure together: *There's a present*. Point to the cards and ask **How many cards?**

Encourage students to count and reply, *Five*. Praise students and repeat together *There are five cards*.

Transcript

Jack Oooh! There's a present!

Lucy There are five cards.

TEACHING TIP Either *There's a* or *There's one* is correct grammatically. Which we use depends on context: we use *one* where the focus is on the exact number, and *a* when we are simply drawing attention to the presence of an object. The important point is that students learn to use *There's* with singular objects and *There are* with plurals.

2 Listen and write A or B. 1:18

- Ask students to point to Picture A then Picture B in their Class Book. Place the clown flashcard on the board. Say **Look at Picture A. Find the clowns. How many are there?** Encourage students to answer, *There are two clowns*. Repeat for Picture B; students answer *There's a/one clown*.
- Ask students to take out their notebooks. Play the first line of the audio. Write *two clowns* on the board and say **Picture A or Picture B?** (A) Write A on the board.
- Explain that students are going to hear seven more sentences. They need to find which picture each sentence relates to and write A or B in their notebook.
- Play the recording, pausing after each sentence for students to find and write the correct answers. When they have finished, ask them to check their answers with a friend.
- Play the recording again, pausing after each sentence and asking students to repeat it. Elicit the answers.

ANSWERS

1 A 2 B 3 A 4 A 5 B 6 A 7 B 8 B

Transcript

- 1 There are two clowns
- 2 There's one candle.
- 3 There are eight presents.
- 4 There are three cards.
- 5 There are eleven balloons.
- 6 There's one cake.
- 7 There are five cups.
- 8 There are three hats.

3 Play A or B.

- Say **There's one clown. Picture A or Picture B?** Ask students to look and respond (B). Divide them into pairs or groups. They take turns to make sentences and respond with the letter of the correct picture. In groups, the person who answers quickest can make the next sentence.
- To increase the challenge, students can make sentences with colours, e.g. *There are four green balloons.*

4 Choose a number and one of the party things. Draw and say.

- Ask students to choose a number and one of the party things from Lesson 1. Make sure each child has paper or a notebook and colouring pens.
- Students draw their chosen number of the items. Walk around the class as they work, asking **What's this? How many (presents)?** When they have finished drawing, they show their pictures to their friends and describe them, e.g. *There are three presents.* More confident students can make sentences with colour words, e.g. *There's a blue present. There are two red presents.* You can ask some students to present their pictures to the class.
- Students can label their pictures. They can write either a single word (e.g. *present*), a phrase (*three presents*) or a sentence (*There are three presents*).

Finisher

- Give different students number flashcards and object flashcards (you can use words from Lesson 1 and review vocabulary). Say a sentence, e.g. **There are twelve candles.** The child with the number 12 card and the child with the candle flashcard stand up, come to the front and repeat the sentence. Once students have the idea, ask volunteers to make sentences.

Workbook page 5

- For answers and scripts see Teacher's Guide page 142.

Lesson 3 page 9

Objectives

To sing a song using the Lesson 1 vocabulary and the Lesson 2 grammar.

To work on pronunciation /k/.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *There's a (present). There are (five) (cards). clown, hat, present, cup, card, balloon, candle, cake, bike, boys, girls, big, numbers*

Passive: *at the party, Happy Birthday! Hooray! Let's twist/stamp, everybody shout, make, for your friend*

Materials

Unit 1 flashcards; Class Audio; Craft Worksheet Unit 1 Lesson 3 (Workbook page 87); coloured pens, scissors, glue

Warmer

- Play *Little by little*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Sing. 1•20

- Model the /k/ sound for students to repeat and ask students which letters can make this sound in English (C and K).
- Play the song once through for students to listen.
- Play the song again, modelling actions for the song (see Teacher's Guide page 138 for song lyrics and suggested actions) and encouraging students to copy.
- Play the song once more for students to join in and do the actions. Students can follow the lyrics on Class Book page 84. Ask them to identify words in the song which start with the /k/ sound.

2 Read, find and point.

- Ask students to read the first sentence aloud and point to the clown in the picture. Ask **How many clowns?** (*One*)
- Repeat with the rest of the sentences, or ask students to complete the activity in pairs.

3 Make a card for your friend. Say.

- Show students the photograph and tell them that they are going to make a card like the ones in the picture.
- Make sure each child has a copy of the worksheet, scissors, glue and colouring pens.
- Students cut out their card and stick the correct number of candles on the top for their partner's age. They colour it in.
- Ask students to tidy up their materials.
- When students have finished, they stand up and say *There are (seven/eight) candles.* They give their card to their partner. Their partner says, *Thank you.*

TEACHING TIP In a less confident class, do this craft step-by-step. Ask the whole class to pick up their scissors, cut out the card, cut out the candles, pick up their glue, stick the candles on, and colour it in.

21ST CENTURY SKILLS Initiative and self-direction

Students complete a creative project with several steps.

Finisher

- Play *Pass the flashcards* using the *Happy Birthday!* song  1•20. See the Ideas Bank (Teacher's Guide page 134) for instructions.

English at home

- Students can sing the song to their families at home. They can also take home the card their friend made for them and tell their families about it.

Workbook page 6

For answers and scripts see Teacher's Guide page 142.

Lesson 4

New Friends

1 Listen and read. Act. Think Talk about the story.

1 Listen! And look! A balloon!

2 Look! There's a robot and a basketball!

3 There's a puzzle and a car!

4 The dog!

5 Sorry! Happy Birthday! I'm Jack!

6 How old are you? I'm eight.

I'm Ellie.

Me, too!

Song! Lesson 5

1 Listen and point. Say. Sing.

1 robot

2 basketball

3 puzzle

4 yo-yo

3 Look and read. Write T (true) or F (false).

1 There's a yo-yo. 2 There are three basketballs.
3 There are six puzzles. 4 There are two robots.

Everyday English!

4 Listen and repeat. 5 Act it out. 6 Say it and write it in Polish.

How old are you? I'm eight.
Me, too!

Vocabulary robot, basketball, puzzle, yo-yo

Song lyrics Page 64 11

Lesson 4 page 10

Objectives

To develop comprehension skills and preview new vocabulary in the context of the story.

Language and structures

Active: robot, basketball, puzzle, yo-yo, balloon, car, dog; There's a (robot). Happy Birthday! I'm (Jack). How old are you? I'm (eight). Me, too!

Passive: Look! Sorry!

Materials

Unit 1 flashcards; Class Audio

Warmer

- Play the song from Unit 1 Lesson 3 page 9 1-20 for students to listen and join in with.

1 Listen and read. 1-22

- Pre-reading: Point to the first frame of the story and ask students who they can see (Jack, Lucy, Megabyte). Ask which other characters they can see in the story (Ellie and her mum). Point to known items (e.g. balloon, presents, cake, candle) and ask students to name them.
- Reading: Play the recording or the video. If you are using the recording, encourage students to point to the correct pictures and follow the speech bubbles as they listen.
- After reading: Play the recording again and ask students questions about each frame. 1 What can Megabyte see? (A balloon.) 2 What does Ellie have? (Presents and a cake.) Why? (It's her birthday.) 3 Where is Megabyte? (He's in the tree.) What is Ellie holding? (A cat.) 4 What does Megabyte do? (He falls onto the table.) 5 Why does Jack say sorry?

(Because Megabyte frightens Ellie.) 6 How old is Jack? (Eight)

Story New Friends

Lucy Listen!

Jack And look! A balloon!

Megabyte Look! There's a robot and a basketball!

Megabyte Ooh! There's a puzzle and a car!

Lucy Megabyte!

Megabyte Aaargh!!!

Ellie Oh! The dog!

Jack Er... Sorry! Happy Birthday! I'm Jack!

Ellie I'm Ellie.

Lucy How old are you?

Ellie I'm eight.

Jack Me, too!

Act.

- Divide the class into groups to act out the story. (There are four speaking parts, including Megabyte, but you can also include Ellie's mum as a non-speaking character.) Allow students time to practise in their groups, then invite groups to act out the story for the class.

TEACHING TIP In a less confident class, allow students to act along with the recording in their groups.

Think Talk about the story.

- Ask students whether or not they like the story; you can get them to rate it out of ten.
- Talk about whether students find it easy or difficult to make new friends, and how best to go about it. Discuss how the characters feel in the story, using the students' home language. Ask whether they think Megabyte jumping on the table is a good or bad thing. (He shocks

Ellie at first, but at the end of the story she is playing with him and making friends with Jack and Lucy.)

Finisher

- Play *Who says this?* Choose a character and read one of their speech bubbles, e.g. **There's a puzzle and a car!** Students tell you the name of the character, e.g. *Megabyte*. You can confirm the answer, saying **Yes, I'm Megabyte**. Choose a child who guessed correctly to have the next turn.

Workbook page 7

For answers and scripts see Teacher's Guide page 142.

Further practice

Unit 1 Story worksheet (Teacher's Resource Centre)

Lesson 5 page 11

Objectives

To present and practise four new items of vocabulary using the Lesson 2 grammar.

To practise a short *Everyday English!* role play taken from the story in Lesson 4.

To talk about a value.

Language and structures

Active: *robot, basketball, puzzle, yo-yo, toys; How old are you? I'm (eight). Me, too!*

Passive: *true, false, repeat, in Polish, We make new friends!*

Materials

Unit 1 flashcards; number flashcards; Class Audio; toy robot, basketball, puzzle, yo-yo (optional)

Warmer

- Play the recording or the video again to refresh students' memory of the story. 1•22

1 Listen and point. Say. 1•24

- Introduce the new words using the flashcards or bring real toys to class. Hold up or point to the flashcards/items and say the words for students to repeat.
- Play the recording for students to listen and point to the pictures in their books. Play the recording again for students to listen, point and repeat the words.
- Students point to the items in the story and say the words.

Transcript

robot, basketball, puzzle, yo-yo
puzzle, robot, yo-yo, basketball

2 Sing. 1•25

- Play the song once through for students to listen.
- Play the song again, modelling actions (see Teacher's Guide page 138 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again. Students join in as they do the actions.

3 Look and read. Write *T* (true) or *F* (false).

- Point to the picture in the Class Book. Hold up the yo-yo flashcard and say **Find a yo-yo**. Students point to the yo-yo. Ask **How many yo-yos?** (1) Read the first sentence:

There's a yo-yo and ask **True or false?** (True) Write *1 T* on the board. Ask students to copy this into their notebooks.

- Read the next sentence and ask volunteers to show you the number 3 and a basketball using flashcards. Point to the picture and ask **How many basketballs?** Students count and write a number 2 in their notebooks with a *T* if they think the sentence is true and an *F* if they think it's false.
- Repeat with sentences 3 and 4 before checking the answers as a class. Ask students to correct the false sentences orally or by writing sentences in their notebooks.

ANSWERS

1 T 2 F There are four basketballs. 3 T

4 F There's one/a robot.

Fast finishers

- Ask fast finishers to say or write sentences about other objects in the picture, e.g. *There's a scooter. There are three planes.*

Everyday English!: being friendly

4 Listen and repeat. 1•26

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

A How old are you?

B I'm eight.

A Me, too!

5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students. Ask students to stand up. Play some music and ask students to walk around the room. Pause the music. Students turn to the person next to them and act out the dialogue. Repeat 5–6 times.
- Ask students to think of other occasions when they could use *Me, too!* They can work in pairs to create new dialogues, e.g. *I'm hungry. / I've got a dog. Me, too!*

6 Say it and write it in Polish.

- Present the dialogue again and ask children to repeat in Polish and write the sentences in their notebooks.

Our Values

- Show the class the *Our Values* badge. Read out the value (*We make new friends!*) and discuss why it is good to welcome new people when you meet them and what sort of questions we ask someone to get to know them.

Finisher

- Play *Find the flashcards* using the Unit 1 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

Workbook page 8

For answers and scripts see Teacher's Guide page 142.

Further practice

Unit 1 Vocabulary and Grammar Worksheet 2
(Teacher's Resource Centre)

1 Lesson 6 **CLIL Maths**

1 Listen and read. Match the bold words to the shapes. 1.27

Look at the shapes.
There's a blue **triangle**.
There's an orange **circle**.
There's a yellow **rectangle**.
There's a green **square**.

2 What's missing? Match the shapes from activity 1. 1 Green square.

3 Think Listen and read. Which puzzle is it? 1.28

Is there a green rectangle?
Yes, there is.

Is there a red triangle?
No, there isn't.

4 Choose another puzzle. Your friend guesses.

Is there a pink triangle?
Yes, there is.

5 Draw your own shape puzzle. Write. There's a ...

12 Language Is there a circle? Yes, there is. No, there isn't. triangle, circle, rectangle, square

1 Revision

1 Listen and write the number. 1.30

2 Choose three things. Draw a picture and write. There's ...

a cake a clown six candles three balloons four cards five cups

3 Make a party hat. Play and say.

4 Find these in Unit 1. Match and say.

There's a ... There are ...

balloons basketball candles cup hat puzzle

STAR CHALLENGE How many words can you write? Make sentences.

Are you a ... star? star! star!

13

Lesson 6 page 12

Objectives

To present a CLIL concept (Maths).

To use a structure and vocabulary to express a CLIL concept.

Language and structures

Active: circle, triangle, rectangle, square, colours; Is there a (blue triangle)? Yes, there is. No, there isn't. There's a (red circle).

Passive: Match the bold words to the shapes, What's missing? Which puzzle is it? activity, another, guess

Materials

Shapes and numbers poster; Class Audio; paper, scissors, coloured pens

Warmer

- Review colours by playing *Find something*. Divide the class into two teams and say to first child in each team **Find something (yellow)**. Award points for finding objects and describing them, e.g. *It's a (yellow book)*.

1 Listen and read. Match the bold words to the shapes.

- Present the new words (circle, triangle, square and rectangle) using the Shapes and numbers poster, or by drawing them on the board. Say the words for students to repeat. Say **Find a (circle)**, and see if students can identify something in the classroom that has that shape, e.g. a clock.
- Play the recording once for students to listen and point to the pictures in their books. Then play it again, pausing after each sentence for students to say the letter.

- Play the recording a final time for students to listen and repeat the sentences, e.g. *There's a blue triangle*.

ANSWERS

triangle: b circle: c rectangle: a square: d

Transcript

Look at the shapes. There's a blue triangle. There's an orange circle. There's a yellow rectangle. There's a green square.

TEACHING TIP Discuss the properties of the shapes in students' own language. Encourage them to share what they have learnt in maths about 2D shapes, talking about the number of sides each shape has and whether they are straight or curved. You may wish to teach *side* as additional vocabulary and ask *How many sides are there?* about each shape.

2 What's missing? Match the shapes from activity 1.

- Ask students to look at the puzzles and identify the shape of each whole puzzle (circle, rectangle, square, triangle).
- Ask students to look at puzzle 1 and say what shapes they can see and what colours they are.
- Point to the white square with the question mark. Ask **What's missing?** (A square) Ask students to find the square in activity 1 and tell you what colour it is (green). Students complete the activity as a class or in pairs; you can ask them to write the answers in their notebooks.

ANSWERS

1 Green square 2 Blue triangle 3 Yellow rectangle
4 Orange circle

3 Think Listen and read. Which puzzle is it?

- Tell students that they are going to hear two students talking about one of the puzzles from activity 2.

- Play the recording, pausing before the final line. Ask students to guess which puzzle it is, but don't confirm yet.
- Play the recording again, pausing after each answer to ask students which puzzles they can rule out and why. Confirm the answer (1) by playing the final line.

Transcript

Is there a green rectangle? Yes, there is. Is there a red triangle? No, there isn't. Is there a purple square? Yes, there is. It's the circle puzzle!

4 Choose another puzzle. Your friend guesses.

- Tell students that you have chosen a puzzle from activity 2 and they have to guess which. Encourage a volunteer to ask *Is there a (red square)?* Ask the whole class to repeat the question before answering **Yes, there is** or **No, there isn't**.
- Repeat with different students until someone guesses the shape. Then play the game in two teams. Students take turns to choose a shape from activity 2 for others to guess.

5 Draw your own shape puzzle. Write.

- Give each child paper and coloured pens. Ask them to draw a large outline shape on their paper. They then divide this into smaller shapes and colour them in different colours.
- Students can write about the puzzle, labelling the shapes or writing sentences, e.g. *There's a (blue circle). There are (three squares).*

Finisher

- Play *Draw in the air*. Draw a shape in the air with your finger. The first child to guess the shape takes the next turn.

Further practice

Unit 1 CLIL Activity Worksheet (Teacher's Resource Centre)

Revision page 13

Objectives

To review the linguistic content of the unit

Language and structures

Active: *clown, present, card, cup, balloon, hat, candle, cake, robot, basketball, puzzle, yo-yo, numbers, colours; There's a (cake). There are (nine balloons).*

Passive: *number, picture, these, sentences*

Materials

Unit 1 flashcards; Class Audio; Craft Worksheet Unit 1 Revision (Teacher's Resource Centre); card, paper, scissors, glue, coloured pens

Warmer

- Play *Kim's game* with the Unit 1 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and write the number. 1-30

- Ask students to look at the pictures and tell you what they see, e.g. *There are two clowns.*

- Play the recording. Students listen and write in their notebooks the number of the picture that's being described. Play the recording again, pausing after each sentence to check the answers.

ANSWERS

6, 2, 4, 8, 1, 3, 7, 5

Transcript

There are two puzzles. There are four robots. There are three cakes. There are five presents. There are two clowns. There are five cards. There are three yo-yos. There are four basketballs.

Extension activity

- Ask students to look again at the first picture. Ask **How many happy clowns are there?** (One) Say **There's one happy clown. There's one sad clown.**
- Ask students to make similar sentences about the other pictures by noticing the differences between the objects, e.g. *There are three grey robots. There's one black robot.*

2 Choose three things. Draw a picture and write.

- Ask students to choose three phrases from the box and write sentences in their notebooks, e.g. *There's a cake* or *There are six candles*. Students then draw a picture.

3 Make a party hat. Play and say.

- Tell the students they are going to make a party hat.
- Model how to make the hat by colouring it in and cutting it out, then folding it around and sticking the sides together.
- Hand out craft worksheets and materials. Encourage students to decorate their hats with shapes. Ask students questions, e.g. **What colour is it? Is there a (green circle)?**
- Students can talk about their party hats in pairs, saying *This is my hat. It's (red and green). There are (four triangles).*

4 Find these in Unit 1. Match and say.

- Read through the words as a class. Ask students to look at picture 1 carefully, then at Lesson 1 (pages 6–7) and find the detail in the picture. They make a sentence about the picture: *There are three candles.*
- Complete the activity as a class or in pairs, with students finding picture 2 in Lesson 2 and so on.

ANSWERS

- 1 There are three candles. 2 There's a hat.
3 There's a cup. 4 There are two balloons.
5 There's a basketball. 6 There's a puzzle.

Star Challenge

- Ask the students to complete the *Star Challenge* individually and self-review their progress.

Finisher

- Play *Which one is missing?* with the Unit 1 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

English at home

Students take their party hats home to show their families.

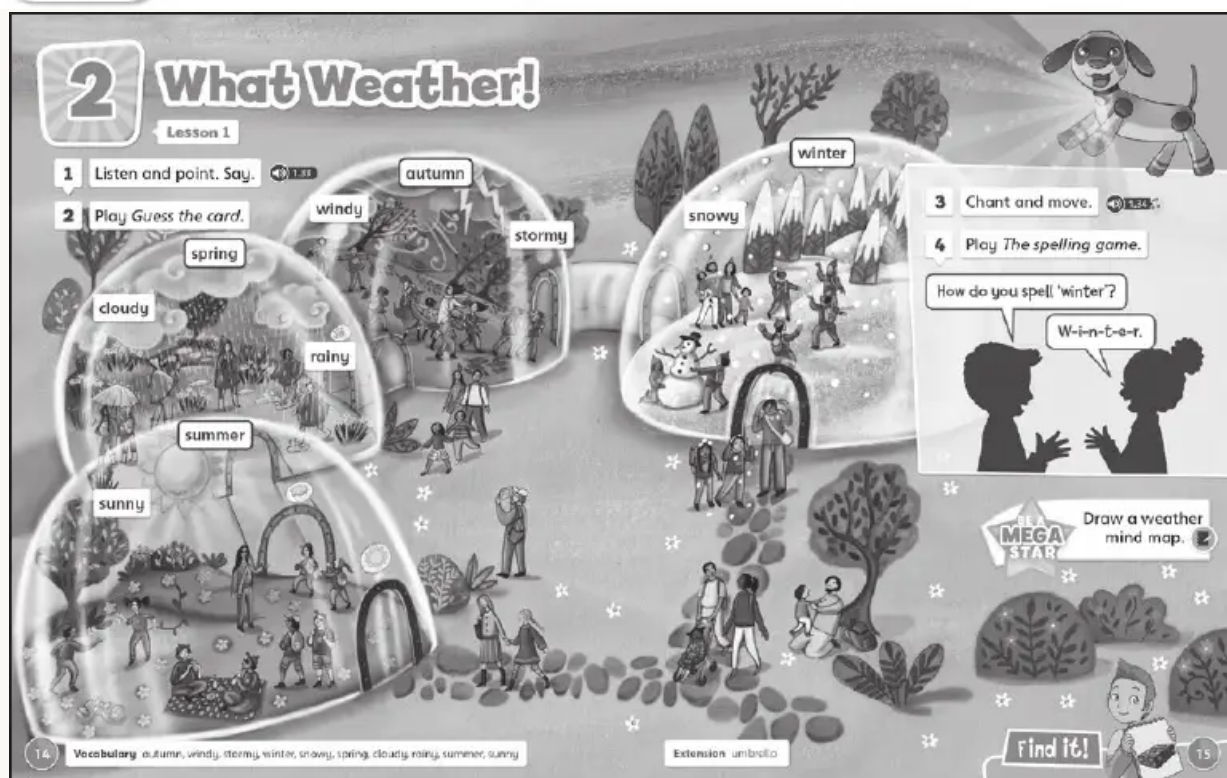
Workbook pages 10 and 72

For answers and scripts see Teacher's Guide page 143.

Further practice

Unit 1 Test (Teacher's Resource Centre)

2 What Weather!



Lesson 1 pages 14–15

Objectives

To present and practise ten new items of vocabulary.
To review vocabulary and grammar from a previous unit.

Language and structures

Active: *autumn, windy, stormy, winter, snowy, spring, cloudy, rainy, summer, sunny, present, letter names; How do you spell 'winter'?*

Extension: *umbrella*

Passive: *weather, mind map*

Materials

Starter Unit, Unit 1 and Unit 2 flashcards; Class Audio; coloured pens / pencils; Alphabet poster

Warmer

- Play *What card is missing?* with the Starter Unit and Unit 1 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and point. Say. 1:33

- Books closed. Introduce the new words using the flashcards. Hold up the flashcards and say the words for students to repeat.

- Books open. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point and repeat the words.

Transcript

Autumn, windy, stormy, winter, snowy, spring, cloudy, rainy, summer, sunny.

Rainy, windy, snowy, sunny, stormy, cloudy, spring, summer, autumn, winter.

2 Play *Guess the card*.

- See the Ideas Bank (Teacher's Guide page 135) for instructions.

3 Chant and move. 1:34

- Review the letters of the alphabet using the Alphabet poster.
- Play the chant once for students to listen. Display the flashcards on the board and write the seasons words to help students with the spelling.
- Play the chant again, pointing to the flashcards on the board.
- Divide the class into four groups, and give each group the cards for one season, e.g. cloudy, rainy, spring; sunny, summer; windy, stormy, autumn; snowy, winter. Play the chant again. When they hear their words, they hold up the flashcards. Swap the groups and repeat.
- Play the chant again for students to join in with as much as they can.

Transcript

Spring, spring, spring.
S-P-R-I-N-G
Cloudy, rainy spring!

Summer, summer, summer.
S-U-M-M-E-R
Sunny, sunny summer!

Autumn, autumn, autumn.
A-U-T-U-M-N
Windy, stormy autumn!

Winter, winter, winter.
W-I-N-T-E-R
Snowy, snowy winter!

Extension

- In a confident class, encourage students to make up actions for the different weather types. They can do these as they sing the chant. For example, open and close your fingers on both hands for *sunny*, or wiggle your fingers on both hands from above your head to the ground for *rainy*, etc.

4 Play *The spelling game*.

- Demonstrate the activity by asking **How do you spell (winter)?** Ask students to look at the word label in their books and spell out the word: *W-I-N-T-E-R*.
- Students can then play in pairs, groups or as two teams, taking turns to ask and answer. Confident students can try to spell the words without looking at their books.

21ST CENTURY SKILLS Communication

Students learn to connect the spoken and written forms of words.

Be a Megastar: Draw a weather mind map.

- Ask students to take out their notebooks and coloured pens. Tell them that they are going to draw or write the new words in groups to help them remember them. Ask them to write each season in an oval and then draw or write the weather word(s) they associate with that season around it.
- Walk around the class as they work, helping as needed. Students can check their spellings with their Class Book.
- Congratulate the students for the items they remembered and explain that grouping words together and using pictures can help them to remember new words. Trying to spell a word and then checking it can also help to learn tricky spellings and silent letters, like the *n* in *autumn*.

Fast finishers

- Ask fast finishers to draw their favourite season and weather.

Self-review

- Ask students to take out red, orange, and yellow coloured pens / pencils. Tell them that red means *Great*, orange means *Good* and yellow means *OK*. Ask students to hold up the colour which shows how confident they are about remembering the words. Then repeat for

pronunciation and spelling. Discuss ideas for how to improve their weaker areas, e.g. listening to the audio to help with pronunciation, testing themselves to help with spelling, etc.

Find it!

- Point to Jack's notebook and ask students what they can see (a present). Ask students to find a present in the main picture. (It's in the summer dome, below the word *sunny*.)

Mixed ability

- To provide extra challenge for more confident students, you can ask them to take turns to describe people in the picture for their partner to find, e.g. *There's a dad. He's got a red bag.*
- Teach the extension word *umbrella* using the picture in the book. Ask students to record or write the words in their notebooks using pictures or translations.
- Ask less confident students to focus on the weather words. They can work in pairs to review them by drawing pictures for their friend to guess.

Finisher

- Play *Fast flashcards* with the new vocabulary. See the Ideas Bank (Teacher's Guide page 134) for instructions.

Workbook pages 11 and 68

For answers and scripts see Teacher's Guide page 143.

Further practice

Unit 2 Vocabulary and Grammar Worksheet 1 (Teacher's Resource Centre)

CULTURE NOTE Britain has famously unpredictable weather, which makes it difficult to forecast accurately. It is often rainy and can be stormy. Big storms are named to raise awareness of severe weather and promote public safety. The names alternate between boys and girls, and use consecutive letters of the alphabet, e.g. Jane, Kevin, Lily, Max. Letters Q, U, X, Y and Z are not used because it is too difficult to find names that begin with these letters!

Lesson 2

1 Listen and read. Say. 1•35

Learn grammar with Lucy and Jack

What's the weather like today?
It's rainy.

2 Listen and write A or B. 1•36

A

B

3 Play A or B?

What's the weather like in spring? It's stormy. It's A!

4 Draw a season circle. Write. 1•37

It's snowy.

16 Grammar What's the weather like today? What's the weather like in winter? It's rainy.

Lesson 3

1 Sing. **2 Read and say the letter.**

What's the weather like today?
It's rainy.
It's cloudy.
It's windy.
It's snowy.
It's stormy.
It's sunny.

3 Make a weather window. Play and say.

What's the weather like in spring?
It's windy!

17 Song lyrics Page 84 English at home Sing the song.

Lesson 2 page 16

Objectives

To present a new grammar structure.

To practise the new grammar structure with the Lesson 1 vocabulary.

Language and structures

Active: *What's the weather like today? What's the weather like in (winter)? It's (rainy); snowy, stormy, windy, cloudy, rainy, sunny, spring, summer, autumn, winter*

Passive: *season*

Materials

Unit 2 flashcards; Class Audio; coloured pens

Warmer

- Play the chant from Unit 2 Lesson 1 page 15 1•34 for students to listen and join in if possible.
- Place the flashcards around the room and ask students to point to them as they sing the chant.

1 Listen and read. Say. 1•35

- Point to the picture and ask students to say the names of the course characters (Jack, Lucy and Megabyte).
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Place the weather flashcards on the board and elicit the weather vocabulary as you go. Point to each flashcard and ask **What's the weather like?** to elicit *It's (snowy).*

Transcript

Jack What's the weather like today?

Lucy It's rainy.

Extension

- Divide the class in half. Point to a flashcard and get half the class to ask *What's the weather like today?* The other half responds using the structure *It's (sunny).* Swap roles and repeat with different flashcards.

2 Listen and write A or B. 1•36

- Point to the weather icons and ask students to name the weather (e.g. *rainy, stormy, windy, cloudy*). Then ask them to find spring on circle A. Ask **What's the weather like in spring?** and encourage them to answer *It's stormy.*
- Write the numbers 1–6 on the board and ask students to do the same in their notebooks. Tell them they are going to hear people talking about the season circles, and they need to decide whether each exchange is about A or B.
- Play the recording twice through, pointing to the numbers on the board to help students keep their place. Students write A or B next to each number in their notebook. Play the recording a final time, pausing to check the answers.

Transcript

- | | |
|--------------------------------------|--------------|
| 1 What's the weather like in summer? | It's sunny. |
| 2 What's the weather like in autumn? | It's windy. |
| 3 What's the weather like in winter? | It's snowy. |
| 4 What's the weather like in spring? | It's cloudy. |
| 5 What's the weather like in winter? | It's rainy. |
| 6 What's the weather like in autumn? | It's stormy. |

ANSWERS

1 B 2 A 3 B 4 B 5 A 6 B

21ST CENTURY SKILLS Critical thinking and problem-solving

Students compare audio and visual information to complete the activity.

3 Play A or B?

- Ask a confident child to choose season circle A or B from activity 2. Ask **What's the weather like in spring?** The child answers *It's stormy* if they chose A or *It's cloudy* if they chose B. Encourage the rest of the class to look at their books and decide whether it's A or B.
- Divide the class into pairs or groups and ask students to take turns to ask and answer questions and identify the season circle. If they are playing in groups, the person who answers quickest can ask the next question.

4 Draw a season circle. Write.

- Make sure students have paper and coloured pens. Tell them that they are going to draw a season circle like those in activity 2. They can choose the weather for each season.
- Walk around the class as they work, asking **What's the weather like in (spring)?** When they have finished drawing, they should label their season circles, writing either single words (e.g. *spring, cloudy*), sentences (*It's spring. It's cloudy*) or a question and answer (*What's the weather like in spring? It's cloudy*).
- Students can then compare with a friend. They should take turns to ask, answer and compare, e.g. *What's the weather like in (spring)? It's (snowy). No, it's (rainy)!*

Finisher

- Put the seasons flashcards face down in one pile and the weather in another. One student takes a seasons flashcard and asks *What's the weather like in (summer)?* Another student takes a weather flashcard and the class answers *It's (cloudy)*. Repeat with different students.

Workbook page 12

For answers and scripts see Teacher's Guide page 143.

Lesson 3 page 17

Objectives

To sing a song using the Lesson 1 vocabulary and the Lesson 2 grammar.

To work on pronunciation /i/.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *What's the weather like today? What's the weather like in (winter)? It's (rainy); snowy, stormy, windy, cloudy, rainy, sunny, spring, summer, autumn, winter*

Passive: *letter, machine, window*

Materials

Unit 2 flashcards; Class Audio; Craft Worksheet Unit 2 Lesson 3 (Workbook page 85); scissors, coloured pens

Warmer

- Ask students **What's the weather like today?** to elicit *It's (cloudy)*.
- Play *Yes or no*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Sing. 1-38

- Model the /i/ sound for students to repeat. Tell students that the letter Y at the end of a word in English can make the /i/ sound.
- Play the song once for students to listen.
- Play the song again, modelling actions (see Teacher's Guide page 138 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions. Students can follow the lyrics on Class Book page 84. Ask students to identify words in the song which end with the /i/ sound.

2 Read and say the letter.

- Point to the pictures in the circles and encourage students to say the weather (e.g. *It's stormy, It's windy*).
- Read the question and first sentence together as a class. Ask students to find the picture that shows rain and point to it and say the letter (*d*). Students can then complete the rest of the activity in pairs, taking turns to read a sentence aloud for their partner to point to and say the letter.

3 Make a weather window. Play and say.

- Tell students that they are going to cut out and make a weather window like the one in the photograph. Point to the small pictures and explain that they show how to make a weather window. Point to the tree in the bottom picture and ask **What's the weather like?** (*It's windy*).
- Students find the craft cut-out on Workbook page 85. Make sure they have coloured pens and scissors.
- Students cut out their weather window and colour it in. Show them how to cut two slits in the window and thread the weather strip through so that it shows one type of weather.

TEACHING TIP The easiest way to cut the slits in the window is to fold it and make a cut on the dotted line. Students can then open it up and put their scissors through the hole they have made to cut along the rest of the dotted line. Some students may need help with this.

- When students have finished, they move the weather through the window and ask *What's the weather like in (spring)?* Their partner answers, e.g. *It's (sunny)*.

Finisher

- Play *Find the flashcards*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

English at home

- Students can sing the song to their families at home. They can also take home their weather window to play with.

Workbook page 13

For answers and scripts see Teacher's Guide page 144.

Lesson 4

Rainy Day Surprise!

1 Listen and read. Act. Think Talk about the story.

Later

5 It's dry! It's hot!

6 Sorry! It's you, Uncle Alex!

Song! Lesson 5

1 Listen and point. Say. Sing.

wet

dry

cold

hot

3 Read and match.

1 It's hot and cloudy.	2 It's cold and sunny.	3 It's wet and windy.
4 It's dry and windy.	5 It's stormy and wet.	6 It's cold and snowy.

Everyday English!

4 Listen and repeat.

5 Act it out.

6 Say it and write it in Polish.

Vocabulary wet, dry, cold, hot

Song lyrics Page 85

Lesson 4 page 18

Objectives

To develop comprehension skills and preview new vocabulary in the context of the story.

Language and structures

Active: wet, dry, cold, hot, rainy, stormy, windy, snowy; *What's the weather like now? It's (rainy); I don't understand. Let's check.*

Passive: surprise, later

Materials

Unit 2 flashcards; Class Audio

Warmer

- Play the song from Unit 2 Lesson 3 page 17 1:38 for students to listen, join in and do the actions.

1 Listen and read. 1:40

- Pre-reading: Point to the first frame of the story and ask students who they can see (Lucy, Ellie, Jack and Megabyte). Point to the weather outside the window in each frame and ask **What's the weather like?** Students answer *It's (rainy).*
- Reading: Play the recording or the video. If you are using the recording, encourage students to point to the correct pictures and follow the speech bubbles as they listen.
- After reading: Play the recording again and ask students questions about each frame. 1 Why are the children playing indoors? (It's rainy.) 2 Does Megabyte like the storm? (No) 3 What does snow feel like? (It's cold.) 4 Why are Lucy and Jack confused? (Because it's snowy

outside, but the forecast says sunny.) 5 Why is it dry and hot? (Because it's sunny.) 6 What was Uncle Alex doing? (Changing the weather with his weather machine.)

Story Rainy Day Surprise!

Lucy It's rainy!

Ellie Yes. It's wet.

Megabyte Oooh! Listen! It's stormy!

Jack It's windy, too.

Jack Brr! It's cold. What's the weather like now?

Ellie Er... It's snowy!

Jack I don't understand!

Lucy Let's check.

Jack It's dry!

Lucy It's hot!

Lucy It's you, Uncle Alex!

Uncle Alex Sorry!

Act.

- Divide the class into groups to act out the story. (There are five speaking parts, including Megabyte.) Allow students time to practise in their groups, then invite groups to act out the story for the class.

TEACHING TIP In a less confident class, allow students to act along with the recording in their groups.

Think Talk about the story.

- Ask students whether or not they like the story; you can get them to rate it out of ten. If they had a weather machine, what kind of weather would they choose?
- Talk about what students do in different weather. What can you play on a sunny/rainy/windy/snowy day?

Finisher

- Play *Who says this?* Choose a character and read one of their speech bubbles, e.g. **It's dry.** Students tell you the name of the character, e.g. *Jack*. You can confirm the answer, saying **Yes, I'm Jack.** Choose a child who guessed correctly to have the next turn.

Workbook page 14

For answers and scripts see Teacher's Guide page 144.

Further practice

Unit 2 Story worksheet (Teacher's Resource Centre)

Lesson 5 page 19

Objectives

To present and practise four new items of vocabulary using the Lesson 2 grammar.

To practise a short *Everyday English!* role play taken from the story in Lesson 4.

Language and structures

Active: *wet, dry, cold, hot, cloudy, sunny, windy, stormy, snowy; It's (hot) and (cloudy); I don't understand. Let's check.*

Materials

Unit 2 flashcards; Class Audio

Warmer

- Play the recording or the video again to refresh students' memory of the story. 🎧 1:40

1 Listen and point. Say. 🎧 1:42

- Introduce the new words using the flashcards. Hold up or point to the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the pictures in their books. Play the recording again for students to listen, point and repeat the words.
- Ask students to find the words in the story.

Transcript

wet, dry, cold, hot
cold, dry, hot, wet

TEACHING TIP When we use *wet* or *dry* about the weather we are talking about whether or not it is raining: *It's wet* means it is raining and *It's dry* means it isn't.

2 Sing. 🎧 1:43

- Play the song once through for students to listen.
- Play the song again, modelling actions (see Teacher's Guide page 139 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again. Students join in as they do the actions. Students can follow the lyrics on Class Book page 85.

3 Read and match.

- Read the first sentence aloud and ask a child to find the two matching flashcards (hot, cloudy). Ask the rest of the

class to find the picture that matches the sentence (e). They write *1e* in their notebooks.

- Students complete the activity in groups or pairs, reading the sentences aloud. Check the answers as a class.

ANSWERS

1 e 2 a 3 f 4 c 5 b 6 d

Fast finishers

- Ask fast finishers to think about which weather words go together, e.g. hot and sunny, cold and snowy, and write them in pairs.

Everyday English!: checking information

4 Listen and repeat. 🎧 1:44

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

A I don't understand!

B Let's check.

5 Act it out.

- Model the dialogue a few times with more confident students. Tell students they can use this exchange whenever they have a problem in English that they don't understand.
- Ask students to work in pairs and think of a situation where they might use the dialogue. Students practise acting out their dialogue for their chosen situation. Move around the class as they practise and choose a few pairs to act out their situation for the class.

21ST CENTURY SKILLS Communication

Students learn a strategy for dealing with comprehension difficulties.

6 Say it and write it in Polish.

- Present the dialogue again and ask children to repeat in Polish and write the sentences in their notebooks.

Finisher

- Play *Bingo* using the weather words. See the Ideas Bank (Teacher's Guide page 135) for instructions.

Workbook page 15

For answers and scripts see Teacher's Guide page 144.

Further practice

Unit 2 Vocabulary and Grammar Worksheet 2
(Teacher's Resource Centre)

2 Lesson 6

CLIL Geography

1 Listen and read. Find the cities on the map. 1.45

This is a map of Poland.
Gdańsk is in the **north**.
Lublin is in the **east**.
Kraków is in the **south**.
Poznań is in the **west**.

2 Listen and read. Say the missing word. 1.46

TODAY

This is a weather map of Poland. It's winter. What's the weather like?
Is it sunny in the north?
Yes, it is.
Is it sunny in the south?
No, it isn't. It's **?**

3 Ask and answer.

Is it cold in the west?

Yes, it is.

4 Make a weather map. Ask and answer.

20 **Language** Is it sunny in the north? Yes, it is. No, it isn't. north, east, south, west

2 Revision

1 Listen and write T (True) or F (False). 1.48

1

2

3

4

2 Think. Read and match. 1.49

1 What's the weather like in winter?
2 What's the weather like today?
3 Is it hot?

a It's cloudy today.
b No, it isn't. It's cold.
c It's snowy in winter.

3 Make a weather wheel. Play and say.

4 Find these in Unit 2. Ask and answer.

Is it ...?
 cloudy cold dry snowy spring stormy

Yes, it is. / No, it isn't.

1

2

3

4

5

6

STAR CREATOR UNIT 2 How many words can you write? Make sentences.

Our Values
We share our things.

Are you a ...
Star
Star
Star

21

Lesson 6

page 20

Objectives

To present a CLIL concept (Geography).

To use a structure and vocabulary to express a CLIL concept.

Language and structures

Active: *Is it (sunny) in the (north)? Yes, it is. No, it isn't. north, south, east, west; snowy, stormy, windy, cloudy, rainy, sunny, hot, cold, dry, wet*

Passive: *map, Poland, missing, (Gdańsk) is in the (north).*

Materials

Unit 2 flashcards; Class Audio; a compass (optional); paper, scissors, coloured pens, sticky tack

Warmer

- Play *Mime the word* with the Unit 2 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and read. Find the cities on the map. 1.45

- If you have a compass, show it to the students and ask if anyone knows what it is and what it does.

TEACHING TIP A compass needle is a magnet. Because the earth's core acts like a giant magnet, the needle will always point to magnetic north. We can use a compass wherever we are to find out which way is north.

- Play the recording once through for students to listen and follow in their books. Point out the compass in the bottom left corner. Ask them to repeat the words in bold and point to the letters on the compass: **north, east, south, west**.

- Play the recording again, pausing after each sentence to ask students to point to the correct dot on the map. Ask about their own town or city: **Are we in the (north)?**

Transcript

This is a map of Poland. Gdańsk is in the north. Lublin is in the east. Kraków is in the south. Poznań is in the west.

Extension activity

- Ask students to stand and face north (use a compass or designate the front wall of the classroom as north). Say *East*; they make a quarter turn clockwise. Repeat with *South* and *West*, then say directions at random.

2 Listen and read. Say the missing word. 1.46

- Ask students to look at the weather map. Introduce the new structure by asking **Is it sunny in the north?** Students answer *Yes*. Confirm the answer, saying **Yes, it is**. Ask **Is it rainy in the west?** and encourage students to answer *Yes, it is*. Then ask **Is it rainy in the north?** and model the answer **No, it isn't**. Repeat with questions using *hot, cold, etc*.
- Play the recording. Students follow the text in their books. Ask them to supply the missing word.

ANSWER

snowy

Transcript

This is a weather map of Poland. It's winter. What's the weather like? Is it sunny in the north? Yes, it is. Is it sunny in the south? No, it isn't. It's ...

3 Ask and answer.

- Divide the class into pairs or groups. Students take turns to ask and answer questions about the weather map in activity 3, e.g. *Is it (sunny) in the (south)? Yes, it is. / No, it isn't.*

4 Make a weather map. Ask and answer.

- Tell students they are going to make a weather map and need to draw a map of the country and weather symbols.
- Give out paper, scissors, coloured pens and sticky tack. Walk around and assist. Ask questions, e.g. **Is this (cloudy)?** When they have finished drawing the weather symbols, they cut them out and put a piece of sticky tack on the back so that they can be moved around.
- Students take turns to decide on the forecast and the others position the symbols, asking *Is it (sunny) in the (north)?*
- Students can present their maps to the rest of the class. You can keep the maps to use again in future lessons.

Finisher

- Give four students weather flashcards and ask them to stand in the north, east, west and south of the classroom without showing their cards. The other students ask *Is it (rainy) in the (west)?* and the students with flashcards answer *Yes, it is* or *No, it isn't* until all the cards have been guessed. Repeat with different children and flashcards.

Workbook page 16

For answers and scripts see Teacher's Guide page 144.

Further practice

Unit 2 CLIL Activity Worksheet (Teacher's Resource Centre)

Revision page 21

Objectives

- To review the linguistic content of the unit
- To talk about a value.

Language and structures

Active: *snowy, stormy, windy, cloudy, rainy, sunny, hot, dry, cold, wet, spring, summer, autumn, winter, What's the weather like today? What's the weather like in (winter)? It's (stormy). Is it (hot)? Yes, it is. No, it isn't.*

Passive: *wheel, We share our things.*

Materials

Unit 2 flashcards; Class Audio; Craft Worksheet Unit 2 Revision (Teacher's Resource Centre); scissors, coloured pens, split pin

Warmer

- Play *Change places*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Listen and write T (True) or F (False). 1-48

- Point to each picture and ask **What's the weather like?** Students respond, e.g. *It's (sunny) and (hot).*
- Play part 1 of the recording. Students write a *T* if it matches picture 1 and an *F* if not. Repeat with parts 2–4.
- Play the recording again, pausing after each part to check the answers. Ask students to correct the false sentences.

ANSWERS

- 1 T 2 F It's wet/rainy and windy.
3 F It's sunny and dry. 4 T

Transcript

What's the weather like?

- 1 It's sunny and hot. 2 It's dry and windy.
3 It's cloudy and dry. 4 It's rainy and hot.

Extension activity

- Students choose a picture in activity 1 and begin describing it for their partner to complete, e.g. *1. It's hot ... and sunny.*

2 **Think** Read and match.

- Students work in pairs to match the questions and answers. Check as a class. Students can copy the activity into their notebooks.

ANSWERS

- 1 c 2 a 3 b

3 Make a weather wheel. Play and say.

- Ask what the boy has got (a weather wheel). Tell students they are going to make their own.
- Model how to make a weather wheel by cutting out the circles from the worksheet. Attach them with a split pin.
- Hand out craft worksheets and materials. Tell students that they need to share the materials and remind them of the language for this, e.g. *A red crayon, please. Here you are. Help as necessary.*
- Students talk about their completed weather wheels in pairs, saying *What's the weather like? It's (sunny).*

Our Values

- Show the class the *Our Values* badge. Read out the value (*We share our things*) and discuss why it is good to share your things with your classmates.

4 Find these in Unit 2. Ask and answer.

- Read through the words as a class. Ask students to look at picture 1 carefully, and in Lesson 1 (pages 14–15). They find the detail in the picture. Students make a question about the picture: *Is it spring?*
- Complete the rest of the activity as a class or in pairs, with students finding picture 2 in Lesson 2 and so on.

ANSWERS

- 1 spring 2 cloudy 3 snowy 4 stormy
5 dry 6 cold

Star Challenge

- Ask the students to complete the *Star Challenge* individually and self-review their progress.

Finisher

- Play *Tic-Tac-Toe* using flashcards from Unit 2. See the Ideas Bank (Teacher's Guide page 135) for instructions.

English at home

Students take their weather wheels home and talk to their families about them.

Workbook pages 17 and 72

For answers and scripts see Teacher's Guide page 144.

Further practice

Unit 2 Test (Teacher's Resource Centre)

Culture 1 Birthday Parties

1 Listen and point. Say. 1:51

1 a bowling alley 2 an indoor playground 3 home
4 a cinema 5 a park 6 a water park

2 Think Which places are good for a summer/winter birthday party?

3 Look, match and say. 1:52

Listen and check. 1:52

1 2 3 4 5 6

4 Look and say. There are five hats.

5 Listen and read. 1:53

1 My birthday is in the summer. This is my party. It's at my home. It's sunny. Look - there's a cake with nine candles. I'm nine today!

2 My birthday is in the winter. This is my party. It's at an indoor playground. There's a big slide!

Project

Think Compare birthday parties in Poland and in the UK.

6 Draw your birthday party. Talk about your picture.

My birthday is in the summer. This is my party. It's at a park. It's sunny. Look - there are six presents!

My party

bowling alley, indoor playground, home, cinema, park, water park

Units 1 and 2 review 2:3

Language My birthday is in the summer. This is my party. It's at my home.

Birthday Parties pages 22–23

Objectives

- To present and practise six new items of vocabulary.
- To think about venues for birthday parties and compare experiences to own culture.
- To review language from previous units.

Language and structures

Active: a bowling alley, an indoor playground, home, a cinema, a park, a water park; My birthday is in the (summer). This is my party. It's at (my home/an indoor playground).

Passive: birthday party, compare, the UK, Which places are good for a summer/winter birthday party?

Materials

Unit 1 flashcards; Class Audio; coloured pens

Warmer

- Play *Little by little* with the Unit 1 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions. Place the flashcards on the left of the board as you elicit the words. Ask students **When do we see these things?** Elicit *birthday (party)*. Write *birthday party* on the board.

1 Listen and point. Say.

- Introduce the new words. Point to the pictures and say the words for students to repeat.

- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point, and repeat the words.

TEACHING TIP In a less confident class, put students into pairs. Ask them to take turns saying a word from activity 1 for their partner to listen, point to and repeat.

Transcript

a bowling alley, an indoor playground, home, a cinema, a park, a water park
home, a park, a cinema, a bowling alley, a water park, an indoor playground

2 Think Which places are good for a summer/winter birthday party?

- Ask students to look again at the pictures in activity 1. Write *summer* and *winter* as headings on the board. Ask the question (translating if necessary) and ask students to suggest which places should go in each column and why (e.g. a water park is good in summer because it's hot). If necessary, prompt them to think about whether some venues can go in both columns.

3 Look, match and say. Listen and check.

- Point to the children on the left and explain that they are all having birthday parties. The party venues are shown on the right. Ask students to tell you what they can see in the pictures, e.g. *There's a (girl and a ball).* *There's a (cinema).*

- Ask students to work in pairs or groups to match the children to the places, taking turns to describe the pictures. They should make a note of the matching numbers and letters in their notebooks.
- Play the recording so that students can check their answers.

ANSWERS

1 d 2 c 3 a 4 b

Transcript

- 1 My party is at a park.
- 2 My party is at a water park.
- 3 My party is at a cinema.
- 4 My party is at a bowling alley.

4 Look and say.

- Ask students to look at the photographs. Ask them **What can you see?** Elicit Unit 1 vocabulary (*hats, balloons, cake, candles, presents*). Ask *How many hats are there?* Repeat with the other vocabulary items and *boys and girls*.

5 Listen and read. 🎧 1-53

- Give students a chance to look at the text next to each picture and then follow it as you play the recording.
- Ask students which of the parties they prefer and why. Say **My birthday is in the (winter)** and ask students to tell you what season their birthdays are in using the same structure.

Transcript

- 1 My birthday is in the summer. This is my party. It's at my home. It's sunny. Look – there's a cake with nine candles. I'm nine today!
- 2 My birthday is in the winter. This is my party. It's at an indoor playground. There's a big slide!

Project

Think Compare birthday parties in Poland and in the UK.

- Tell students about birthday parties in the UK (see Culture Note, below). Ask students to think about birthday parties they have been to. What places are popular? What food do they eat? What games do they play? You could make a list of similarities and differences.

6 Draw your birthday party. Talk about your picture.

- Ask students to look at the example picture in their books and read the text in the speech bubble.
- Tell students to draw themselves having a party at their chosen place. Ask them to suggest things that they will have at their party (e.g. balloons, hats) and to include these in their pictures.
- Walk around as they work, asking questions about their pictures, e.g. **What's this? How many people are there? Who's this? Is it sunny?**
- When students have finished, ask them to present their pictures to each other in groups or as a class.

CULTURE NOTE British children have parties at home or at other venues. Indoor playgrounds are popular for younger children, while activities like bowling and going to the cinema become more popular as they get older.

A typical party at home would feature party games and party food with sandwiches and crisps or pizza, and of course birthday cake. Places like bowling alleys and indoor playgrounds often have party rooms where the party food is provided. At the end of the party meal, the birthday cake is brought in with the candles lit, and the guests sing *Happy Birthday* before the birthday girl or boy blows out the candles.

Parties at home feature lots of games and the winner of each game often gets a small prize. Popular party games include *Pass the parcel*. A present is wrapped in lots of pieces of paper. The children sit down in a circle and pass a present around the circle to music. When the music stops, the child who is holding the present removes the first piece of paper. The music starts again and the parcel continues around the circle. The child who takes off the final piece of paper wins the present inside.

The guests bring a gift for the birthday girl or boy, which is usually a toy or game. As they leave the party, they are given a party bag containing small gifts and often a piece of birthday cake.

21ST CENTURY SKILLS Social and cross-cultural interaction

Students learn about birthday celebrations in another culture and reflect on their own culture.

Extension activity

- In a more confident class, or for fast finishers, ask students to label their picture or write sentences about it.
- You can write the text from the speech bubble on the board with some of the words underlined, e.g. *My birthday is in summer. This is my party. It's at a park. It's sunny. Look – there are six presents!* Explain to students that they can copy the text but change the underlined words to match their own picture. Look at each underlined word and ask them for examples of other words that could replace it (e.g. *summer* could be replaced with *spring, autumn or winter*).

Culture

- You can use the *My Birthday Party* culture video at this point. You will find a worksheet practising the language from the video in the Teacher's Resource Centre.

Finisher

- Play a traditional British party game, *Musical statues*. Ask students to stand up. Play some music and ask students to dance or move around the room. Pause the music. The students must stand still like a statue. If anyone moves, they are out and must sit down. Continue to play until you have a winner!

Further practice

Culture 1 Video Worksheet (Teacher's Resource Centre)

3 My Clothes!



Lesson 1 pages 24–25

Objectives

To present and practise eight new items of vocabulary.
To review vocabulary and grammar from previous units.

Language and structures

Active: *jacket, cap, socks, trousers, shirt, dress, boots, shoes, sunny, parts of the body; I've got (orange boots).*

Extension: *sunglasses, jeans, trainers*

Passive: *clothes*

Materials

Starter Unit and Unit 1–3 flashcards; Class Audio; paper, coloured pens / pencils (optional)

Warmer

- Play *Odd one out* with flashcards from the Starter Unit and Units 1 and 2. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and point. Say. 1:54

- Books closed. Introduce the new words using the flashcards. Hold up the flashcards and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point and repeat the words.

Transcript

jacket, cap, socks, trousers, shirt, dress, boots, shoes
boots, cap, trousers, jacket, dress, shoes, socks, shirt

2 Play *Mime the word*.

- See the Ideas Bank (Teacher's Guide page 134) for instructions.

3 Chant and move. 1:55

- Play the chant once for students to listen.
- Play the chant again, holding up or pointing to the flashcards as they are mentioned. Encourage students to point to the correct pictures in their Student Books as they listen.
- Play the chant once more for students to join in and mime putting on the clothes as they are mentioned.

Chant

Shirt! Shirt! I've got a blue shirt!
Jacket! Jacket! I've got a purple jacket!
Dress! Dress! I've got a pink dress.
Cap! Cap! I've got a red cap.

Trousers! Trousers! I've got brown trousers.
Shoes! Shoes! I've got black shoes.
Socks! Socks! I've got yellow socks.
Boots! Boots! I've got orange boots.

Extension activity

- Ask students to choose one of the items of clothing from the song (a blue shirt, a purple jacket, etc.) and to draw and colour it. When they have finished, students show the class their pictures and say *I've got (yellow socks)*. Play the chant again and have students hold up their pictures when they hear the items of clothing.

4 Play *Guess and point*.

- Focus attention on the silhouettes of the children and ask confident students to read out the model exchange.
- Play the game in pairs, groups or two teams. One player or team chooses a person in the picture and says, e.g. *I've got orange boots. I've got a blue shirt*. Other students guess which person in the picture they are describing.

Be a Megastar: Say the clothes and the part of the body, e.g. *cap – head*.

- Review parts of the body. Point to your head and say **head**. Ask students to copy the movement and say the word. Repeat with other parts of the body. Draw a simple figure on the board and label the head, body, legs and feet.
- Ask students which items of clothing they wear on their heads (*a cap, a hat*). Write cap and hat next to the head on the board. Continue with the other parts of the body until you have written all the new vocabulary on the board. You can ask students to copy the figure and the words into their books.
- More confident students can do this activity individually, drawing in their notebooks or on a piece of paper. Have them compare their drawings with a partner and check the spelling of the new words.
- Congratulate the students for the items they remembered and explain that developing their visual memories with activities like this one will help them to learn new words.

Self-review

- Ask students to take out red, orange, and yellow coloured pens / pencils (or cards, if they have them). Tell them that red means Great, orange means Good and yellow means OK. Ask students to hold up the colour which shows how well they think they can remember the new words.

Find it!

- Point to Lucy's tablet and ask students what they can see (the sun). Ask them to find the sun in the main picture.

EXTENSION VOCABULARY If you introduce these words, point to the pictures in the book, say and ask the students to point and repeat. Encourage students to use these words orally as the unit progresses.

Mixed ability

- To provide extra challenge for more confident students, you can ask them to work together to ask each other questions about the picture. They can use colours and numbers (e.g. *What colour is the jacket? How many blue shoes?*).

- Use the picture in the book to teach the extension vocabulary: *sunglasses, jeans* and *trainers*. Ask students to record or write the words in their notebooks using pictures or translations.
- Less confident students can work in pairs to review the vocabulary from this lesson by drawing pictures for their partner to name.

Finisher

- Play *Musical flashcards*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

Workbook pages 18 and 69

For answers and scripts see Teacher's Guide page 144.

Further practice

Unit 3 Vocabulary and Grammar Worksheet 1
(Teacher's Resource Centre)

Lesson 2

1 Listen and read. Say. 1:55

Learn grammar with Lucy and Jack



2 Listen and write the number. 1:57






3 Think Play True or false?

Close your eyes. I'm wearing a blue shirt. False!

4 Draw yourself wearing your favourite clothes.

Label and say.

26 Grammar I'm wearing a jacket. I'm wearing boots.

Lesson 3

1 Sing. 1:59

2 Read and say the letter.

1 I'm wearing **boots** and a **hat**. I'm wearing a **jacket**.

2 I'm wearing **shoes** and a **cap**. I'm wearing a **dress**.

3 I'm wearing **trousers** and **socks**. I'm wearing a **shirt**.





3 Dress Billy Bear. Play and say.



Song lyrics Page 85 English at home Sing the song 27

Lesson 2 page 26

Objectives

To present a new grammar structure.

To practise the new grammar structure with the Lesson 1 vocabulary.

Language and structures

Active: *I'm wearing a (jacket). I'm wearing (boots); jacket, cap, socks, trousers, shirt, dress, boots, shoes; It's (hot and sunny).*

Passive: *Draw yourself wearing your favourite clothes, label*

Materials

Unit 3 flashcards; Class Audio; coloured pens

Warmer

- Play the chant from Unit 3 Lesson 1 page 25 1:55 for students to listen and join in.

1 Listen and read. Say. 1:56

- Point to the picture and ask students to say the names of the course characters (Jack, Ellie and Lucy).
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure. Ask students why Lucy says *Oh no!* (Because she's going to be too hot in her jacket and boots.)
- Place the cap, jacket, shirt and dress flashcards on one side of the board and elicit the structure, e.g. *I'm wearing a (cap)*. Put socks, trousers, boots and shoes on the other side and elicit *I'm wearing (socks)*. Leave the flashcards in two groups on the board to help students with activities 3 and 4.

Transcript

Jack It's hot and sunny!

Lucy Oh no! I'm wearing a jacket and boots.

2 Listen and write the number. 1:57

- Ask students to look at the pictures. Say **Point to a (dress). What colour is it?** Tell students they will hear the children in the pictures talking about what they are wearing. For each sentence, they should write the number of the picture in their notebook.
- Play the recording twice, giving students a chance to discuss their answers with a partner between listenings.
- Play the recording again, pausing after each sentence for students to repeat the sentence and to check the answers.

ANSWERS

2, 4, 3, 1, 3, 1, 2, 4

Transcript

I'm wearing a shirt.

I'm wearing a dress.

I'm wearing a green jacket.

I'm wearing white boots.

I'm wearing black boots.

I'm wearing blue trousers.

I'm wearing black and white shoes.

I'm wearing red shoes.

3 Think Play True or false?

- Demonstrate the game. Ask students to look carefully at what you are wearing. Then say **Close your eyes**. Describe what you are wearing, e.g. **I'm wearing (a blue shirt)**. The students say **True or False**.
- Divide the class into pairs or groups to play the game. Students take turns to make sentences.

4 Draw yourself wearing your favourite clothes. Label and say.

- Ask the students to think about their favourite clothes and ask a few students to tell you about them. Ask them to draw a picture of themselves wearing their favourite clothes. They can do this in their notebooks or on paper.
- Walk around as they work, asking questions about their pictures, e.g. **What's this? What colour is it?** When students have drawn their pictures, they should label them. Students can work at different levels, from writing vocabulary labels (e.g. *shirt*) to sentences with colours (e.g. *I'm wearing a blue shirt.*).
- Display students' pictures at the front of the class. Ask a confident student to describe his/her picture, e.g. *I'm wearing (a blue jacket).* Ask another student to come and find the picture. That student can then describe his/her picture for the next student to find.

TEACHING TIP If students draw orange clothing, remind them that we use *an* before *orange*, not *a*, so they need to say *I'm wearing an orange ...*

Finisher

- Play *Change places*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

Workbook page 19

For answers and scripts see Teacher's Guide page 144.

Lesson 3 page 27

Objectives

To sing a song using the Lesson 1 vocabulary and the Lesson 2 grammar.

To work on pronunciation /w/.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *I'm wearing (boots and a hat); jacket, cap, socks, trousers, shirt, dress, boots, shoes*

Passive: *dress (v), bear*

Materials

Unit 2 and 3 flashcards; Class Audio; Craft Worksheets Unit 3 Lesson 3 (Workbook page 83); coloured pens; scissors

Warmer

- Play *Fast flashcards* with the Unit 2 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Sing. 1-59

- Model the /w/ sound for students to repeat.
- Point to the pictures and encourage students to say the weather and the clothes they can see.
- Play the song once for students to listen.

- Play the song again, modelling actions (see Teacher's Guide page 139 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions. They can follow the lyrics on Class Book page 85. Ask students to identify words in the song which start with the /w/ sound.

2 Read and say the letter.

- Read the first speech bubble together as a class. Ask students **Can you see boots, a hat and a jacket? Which picture?** (b). Students can then complete the rest of the activity in pairs, reading the speech bubbles aloud together and matching them to the pictures.

ANSWERS

1 b 2 a 3 c

TEACHING TIP You can use the karaoke version of the song for students to sing about what the weather's like and what they're wearing.

3 Dress Billy Bear. Play and say.

- Tell students that they are going to make a bear like the one in the photograph.
- Make sure students have a copy of the worksheet, scissors and coloured pens. They colour in and cut out the bears and the clothes.
- When students have finished, read the speech bubble aloud. Ask them to dress their bears to match, so that they are wearing a hat, jacket and boots. Then ask all the students to choose different clothes and dress their bears again. Ask confident students to pretend to be the bear and describe what they're wearing.
- Put students into groups or pairs. Students dress their bears and take turns to describe what they are wearing. Monitor and check throughout.

Extension activity

- One student in the group describes what Billy Bear is wearing and the other students listen and dress their bears to match.

Self-review

- Ask students to take out red, orange, and yellow coloured pens / pencils. Tell them that red means *Great*, orange means *Good* and yellow means *OK*. Ask students to hold up the colour which shows how well they think they did at making the craft.

Finisher

- Play *Pass the flashcards* with the Unit 2 and 3 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions. With a more confident class, ask students to use the full structure: *It's hot* or *I'm wearing boots*.

English at home

- Students can sing the song to their families at home. They can also take home Billy Bear to play with.

Workbook page 20

For answers and scripts see Teacher's Guide page 145.

Lesson 4

Instant clothes!

1 Listen and read. Act. Think Talk about the story.

1 I'm cold.

2 A sweater? Thank you!

3 I'm hot.

4 How about a T-shirt, Jack?

5 Thank! I'm wearing a T-shirt and shorts!

6 Oh! A skirt! ... Megabyte! Stop!

Put on your jacket! Put on your skirt!

Lesson 5

1 Listen and point. Say. Sing.

T-shirt

sweater

shorts

skirt

3 Read and match. Write the missing word.

1 I'm wearing an orange T-shirt and blue ?

2 I'm wearing a yellow T-shirt and a green ?

3 I'm wearing white shorts and a pink ?

Everyday English!

4 Listen and repeat.

5 Act it out.

6 Say it and write it in Polish.

Vocabulary T-shirt, sweater, shorts, skirt

Song lyrics Page 85

Lesson 4 page 28

Objectives

To develop comprehension skills and preview new vocabulary in the context of the story.

Language and structures

Active: T-shirt, sweater, shorts, skirt, jacket, hot, cold; Put on your (jacket). I'm (cold).

Passive: How about a (T-shirt)?

Materials

Unit 3 flashcards; Class Audio

Warmer

- Play the song from Unit 3 Lesson 3 page 27 1:59 for students to listen and join in with.

1 Listen and read. 1:61

- Pre-reading: Point to the first frame of the story and ask students who they can see (Lucy, Jack, Ellie and Uncle Alex). Point to the machine and ask students for their ideas about what it might be.
- Reading: Play the recording or the video. If you are using the recording, encourage students to point to the correct pictures and follow the speech bubbles as they listen.
- After reading: Play the recording again and ask students questions about each frame. 1 What are Lucy and Jack doing? (Making a toy car.) Is Ellie happy? (No, because she's cold.) 2 What does Uncle Alex do with his machine? (He makes Ellie a sweater.) 3 Is Ellie happy now? (Yes) Is Jack happy? (No, because he's hot!) 4 What's Megabyte doing? (Putting things into Uncle Alex's machine.) 5 Is Jack

happy now? (Yes) 6 What's the problem? (Megabyte puts too much into the machine so it makes lots of clothes.)

Story Instant Clothes!

Ellie Brrrr! I'm cold.

Uncle Alex A sweater?

Ellie Oh! Thank you!

Jack Oh! I'm hot.

Uncle Alex How about a T-shirt, Jack?

Jack Thanks! I'm wearing a T-shirt and shorts!

Megabyte Put on your jacket! Put on your skirt!

Lucy Oh! A skirt! ... Megabyte! Stop!!

Act.

- Divide the class into groups to act out the story. (There are five speaking parts, including Megabyte.) Allow students time to practise in their groups, then invite groups to act out the story for the class.

21ST CENTURY SKILLS Creativity and innovation

Students learn how to express themselves through a short performance.

Think Talk about the story.

- Ask students whether or not they like the story; you can get them to rate it out of ten. If they had an instant clothes machine, what kind of clothes would they like it to produce? What objects would they put in? You could ask students to draw their own machine and an item of clothing that it produces.
- Talk about what students wear in different weather and seasons. What do they wear on a sunny/rainy/windy day?

Finisher

- Play *Who says this?* Choose a character and read one of their speech bubbles, e.g. **I'm hot**. Students tell you the name of the character, e.g. *Jack*. You can confirm the answer, saying **Yes, I'm Jack**. Choose a child who guessed correctly to have the next turn.

Workbook page 21

For answers and scripts see Teacher's Guide page 145.

Further practice

Unit 3 Story worksheet (Teacher's Resource Centre)

Lesson 5 page 29

Objectives

To present and practise four new items of vocabulary using the Lesson 2 grammar.

To practise a short *Everyday English!* role play taken from the story in Lesson 4.

Language and structures

Active: *T-shirt, sweater, shorts, skirt, colours; I'm cold. Put on your sweater. I'm wearing (an orange T-shirt) and (blue shorts).*

Materials

Unit 3 flashcards; Class Audio

Warmer

- Play the recording or the video again to refresh students' memory of the story. 🎧 1-61

1 Listen and point. Say. 🎧 1-63

- Introduce the new words using the flashcards. Hold up or point to the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the pictures in their books. Play the recording again for students to listen, point and repeat the words.
- Ask students to find the items in the story.

Transcript

T-shirt, sweater, shorts, skirt
skirt, T-shirt, shorts, sweater

2 Sing. 🎧 1-64

- Play the song once for students to listen.
- Play the song again, modelling actions (see Teacher's Guide page 139 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again. Students join in and do the actions. They can follow the lyrics on Class Book page 85.

3 Read and match. Write the missing word.

- Read the first speech bubble with the students. Ask **Can you see an orange T-shirt?** Students tell you the letter of the person wearing the orange T-shirt. (c) Read the sentence again and ask students what the missing word could be. Accept *shorts* or *shoes*.

- Students can complete the activity individually or in pairs. Check the answers by reading the speech bubbles together and asking them to tell you the letter and the missing word.

ANSWERS

1c: shorts/shoes 2b: skirt 3a: sweater

Extension activity

- Students can say or write sentences about other people in the picture, e.g. *I'm wearing brown shorts and a blue T-shirt*. They can miss out one of the words for a partner to guess.

Everyday English!: dressing for the weather

4 Listen and repeat. 🎧 1-65

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

Boy I'm cold.

Girl Put on your sweater.

Boy Thank you.

5 Act it out.

- Model the dialogue with confident students. Ask students what other items of clothing they could put on if they are cold, and vary the dialogue (e.g. *Put on your hat/jacket*).
- Students act out the dialogue in pairs. Encourage students to pass any available items of clothing to each other when they say *Put on your (sweater)*.

6 Say it and write it in Polish.

- Present the dialogue again and ask children to repeat in Polish and write the sentences in their notebooks.

Finisher

- Play a chain game. Start by saying **I'm wearing a (T-shirt)**. Nominate a student to add an item, e.g. *I'm wearing a (T-shirt and shorts)*. Continue around the class: each student has to remember the chain and add an item of clothing. To make this more challenging, you can add colours.

Workbook page 22

For answers and scripts see Teacher's Guide page 145.

Further practice

Unit 3 Vocabulary and Grammar Worksheet 2
(Teacher's Resource Centre)

3 Lesson 6 **CLIL Science**

1 Listen and read. Match the bold words to the pictures. 10 155

1 He's wearing a **hat**.
It's made of **wool**.
Wool is from a **sheep**.
He's wearing a blue coat, too.
It's cold and snowy!

2 It's hot. She's wearing a white **T-shirt**.
It's made of **cotton**.
Cotton is from a **plant**.

2 Look and write. Listen and check. 10 157

1 2 3 4

3 Look at your friend's clothes. Say. He's wearing a shirt.

4 Find pictures. Say and write labels. She's wearing a skirt. It's made of wool.

Our Values
We look after our clothes.

30 Language He's wearing a hat. She's wearing a T-shirt. wool, sheep, cotton, plant

3 Revision

1 Listen and say the number. 10 150

2 Choose three things. Draw a picture and write. I'm wearing

red socks a black T-shirt green trousers an orange hat a blue dress a white skirt a yellow shirt a purple cap

3 Make your flip book. Play and say.

4 Find these in Unit 3. Match and say. He's / She's wearing ...

boots a jacket shoes a skirt socks a T-shirt

1 2 3 4 5 6

She's wearing a hat, a sweater, shorts ...

Well done!

STAR CHALLENGE UNIT 3 How many words can you write? Make sentences.

Are you a ... star? star! Mega Star!

31

Lesson 6 page 30

Objectives

- To present a CLIL concept (Science).
- To use a structure and vocabulary to express a CLIL concept.
- To talk about a value.

Language and structures

Active: cotton, wool, plant, sheep, hat, T-shirt, sweater, skirt, T-shirt, dress; colours, weather; He's/She's wearing a (hat). It's made of (wool).

Passive: (Cotton) is from a (plant). We look after our clothes.

Materials

Class Audio; magazines and catalogues (optional)

Warmer

- Play *Draw and guess*. See the Ideas Bank (Teacher's Guide page 135) for instructions. Draw male and female figures on the board and add one item of clothing at a time for students to guess (e.g. shirt, trousers, T-shirt, shorts, a hat, a dress, a sweater, a skirt). Leave the pictures on the board.

1 Listen and read. Match the bold words to the pictures.

- Books closed. Say **I'm wearing (a shirt)**. Point to the board and ask **Can you see (a shirt)?** Students identify the item of clothing on the board. Remind students that we use *he* for men and boys, and *she* for women and girls. Point to the figure on the board and say **(He's) wearing (a shirt)**.
- Ask any students wearing a shirt to stand. Indicate each student in turn and say **(She's) wearing (a shirt)**. Have students join in as they get the idea. Repeat with other items of clothing.

- Books open. Ask students what the photographs show.

TEACHING TIP Allow students to use their own language to discuss the photographs where necessary. This will support their understanding of the CLIL concept, and this in turn will facilitate their comprehension of the text.

- Play the recording once for students to listen and follow in their books. Then play it again, pausing after each bold word for students to say the letter of the matching picture. They can write the words and letters in their notebooks.

ANSWERS

hat: b wool: c sheep: a T-shirt: c cotton: a plant: b

Transcript

- 1 He's wearing a hat. It's made of wool. Wool is from a sheep. He's wearing a blue coat, too. It's cold and snowy!
- 2 It's hot. She's wearing a white T-shirt. It's made of cotton. Cotton is from a plant.

2 Look and write. Listen and check.

- Ask students to look at the first picture and name the item of clothing (a sweater) and the material (wool). Show them the example answer, then ask them to copy this into their notebooks and work with a partner to complete the activity.
- Tell students that they are going to hear sentences about people wearing the clothes in the pictures. Play the recording once for them to check that they have correctly identified the item of clothing and the material.
- Play the recording again and ask students to tell you whether it belongs to a boy (1, 3) or a girl (2, 4).

ANSWERS

- 1 sweater, wool
- 2 skirt, cotton
- 3 shirt, cotton
- 4 dress, wool

Transcript

- 1 He's wearing a sweater. It's made of wool.
- 2 She's wearing a skirt. It's made of cotton.
- 3 He's wearing a shirt. It's made of cotton.
- 4 She's wearing a dress. It's made of wool.

3 Look at your friend's clothes. Say.

- Invite a few boys and girls to the front. Say, e.g. **He's wearing grey trousers.** Ask students to identify the student who matches the description. Ask volunteers to make sentences about the students at the front for others to guess.
- Students then work in pairs to describe their friend's clothes. Confident students can include colours and materials, e.g. *She's wearing a white shirt. It's made of cotton.*

4 Find pictures. Say and write labels.

- Ask students to research online (under supervision) and print out pictures of people. Alternatively, hand out magazines and catalogues. Ask them to cut out a picture of someone, stick it onto a piece of paper or into their notebook and label the picture. They can label the pictures (e.g. *sweater, wool*) or write sentences (e.g. *He's wearing a sweater. It's made of wool.*).

Our Values

- Show the class the *Our Values* badge. Read out the value (*We look after our clothes*) and discuss how and why we should look after our clothes.

Finisher

- Play *Picture it* using *He's/She's wearing ...* See the Ideas Bank (Teacher's Guide page 136) for instructions.

Workbook page 23

For answers and scripts see Teacher's Guide page 145.

Further practice

Unit 3 CLIL Activity Worksheet (Teacher's Resource Centre)

Revision page 31

Objectives

To review the linguistic content of the unit.

Language and structures

Active: *jacket, cap, socks, trousers, shirt, dress, boots, shoes, T-shirt, sweater, shorts, skirt; I'm/He's/She's wearing (red trousers).*

Passive: *flip book*

Materials

Unit 3 flashcards; Class Audio; Craft Worksheet Unit 3 Revision (Teacher's Resource Centre); scissors; glue; coloured pens

Warmer

- Play *Hit the card*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and say the number. 🎧 1-69

- Say the numbers and ask students to say the colour and clothing words, e.g. **One** (*red trousers*).
- Play the recording once for students to listen and find the clothes. Repeat audio to check answers as a class.

ANSWERS

- a 1, 5, 7, 6, 10 b 2, 3, 4, 8, 9

Transcript

- a) I'm wearing red trousers. I'm wearing an orange shirt. I'm wearing a red sweater. I'm wearing a green cap. I'm wearing yellow boots.
- b) I'm wearing blue shorts. I'm wearing a white T-shirt. I'm wearing a blue jacket. I'm wearing an orange hat. I'm wearing brown shoes.

Extension activity

- Students choose an item of clothing from activity 1 and say *I'm wearing (a green cap)*. Their partner says the number.

2 Choose three things. Draw a picture and write.

- Ask students to choose three phrases and write sentences in their notebooks, e.g. *I'm wearing red socks*. Students then draw a picture of themselves with the items of clothing they have chosen.

3 Make your flip book. Play and say.

- Tell students they are going to make a flip book. Model how to make a flip book by colouring it in, cutting out the pages, then gluing them together along the side.
- Check students have all the materials. Assist as necessary. Ask students questions about their flip books, e.g. **What's he wearing? Is it a hat? What colour is it? Is it made of wool?**
- When students are ready, say **She's wearing a hat, a T-shirt, a skirt and boots**. Ask students to make their flip books match your description. Repeat with a *He's wearing ...* example. Students then work in pairs or groups to select and describe their own combinations.

4 Find these in Unit 3. Match and say.

- Read through the words as a class. Ask students to look at picture 1 carefully, then in Lesson 1 (pages 24–25). They find the detail in the picture. Ask them to make a sentence: *She's wearing socks*.
- Complete the rest of the activity as a class or in pairs, with students finding picture 2 in Lesson 2 and so on.

ANSWERS

- 1 She's wearing socks. 2 She's wearing shoes.
3 He's wearing boots. 4 He's wearing a jacket.
5 She's wearing a skirt. 6 She's wearing a T-shirt.

Star Challenge

- Ask the students to complete the *Star Challenge* individually and self-review their progress.

Finisher

- Play *Guess the card* with the Unit 3 flashcards. See the Ideas Bank (Teacher's Guide page 135) for instructions.

English at home

Students take their flip books home and describe the pictures.

Workbook pages 24 and 72

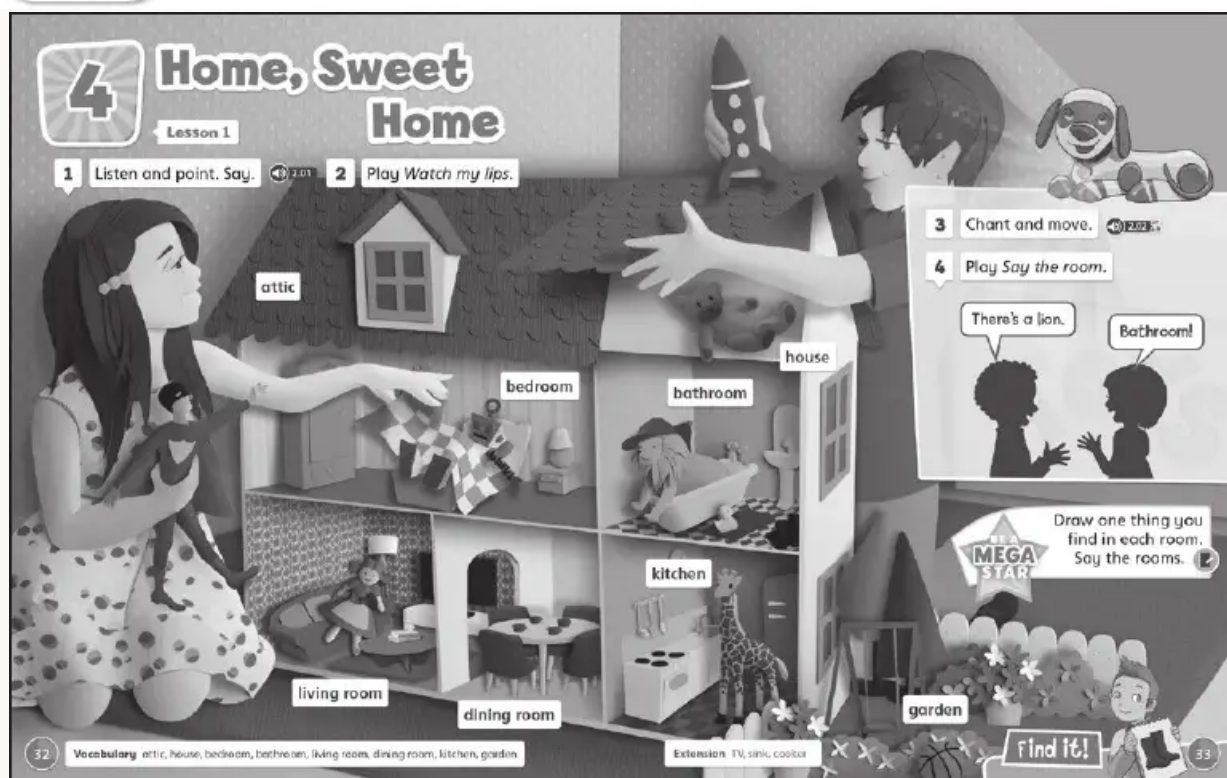
For answers and scripts see Teacher's Guide page 145.

Further practice

Unit 3 Test (Teacher's Resource Centre)

4

Home, Sweet Home



Lesson 1 pages 32–33

Objectives

- To present and practise eight new items of vocabulary.
- To review vocabulary and grammar from previous units.

Language and structures

Active: attic, house, bedroom, bathroom, living room, dining room, kitchen, garden, boots, There's a (lion).

Extension: TV, sink, cooker

Passive: room, home

Materials

Unit 4 flashcards; Class Audio; coloured pens / pencils

Warmer

- Play *Draw and guess* to review items shown in the Class Book illustration, e.g. boy, girl, cup, giraffe, lion, doll, rocket, robot, teddy, chair, basketball, swing, tree, dress, T-shirt. See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Listen and point. Say. 2:01

- Books closed. Introduce the new words using the flashcards. Draw a basic house outline on the board as a rectangle and a roof. Place the flashcards/pictures on the board and into the house. Point to the flashcards and say the words for students to repeat.

- Books open. Play the recording for students to listen and point to the places in the picture. Play the recording again for students to listen, point and repeat the words.

Transcript

attic, house, bedroom, bathroom, living room, dining room, kitchen, garden
living room, bedroom, attic, garden, kitchen, bathroom, house, dining room

EXTRA ACTIVITY In a less confident class, say the words slowly at first and get faster and faster as students point and say.

In a more confident class, ask confident students to take turns calling out home words for the rest of the students to point to and say slowly then quickly.

2 Play Watch my lips.

- See the Ideas Bank (Teacher's Guide page 134) for instructions. Put four flashcards on the board initially, then when all the words have been guessed, replace with the remaining four and repeat.
- If students can do the activity confidently, gradually increase the number of flashcards on the board until all eight are displayed.

3 Chant and move. 2:02

- Play the chant through once for students to listen.
- Give the flashcards to eight students and have them come to the front. Play the chant again and ask students to hold

up their flashcards when they hear their place and get into the correct order (*house, kitchen, living room, dining room, bedroom, bathroom, attic, garden*).

- Play the chant again with the students still standing at the front. Encourage students to join in and point to the flashcards.

Transcript

This is my doll's house. Come and see.

This is my doll's house. Come and see.

There's a kitchen. A kitchen!

There's a living room. A living room!

There's a dining room. A dining room!

There's a bedroom. A bedroom!

There's a bathroom. A bathroom!

There's an attic. An attic!

Look! A garden ... and a swing. A garden and a swing!

Wheee!

4 Play Say the room.

- Review the names of the objects that students know in the picture (*tree, swing, lion, duck, rocket, robot, doll, teddy, giraffe, cups, basketball, chairs*). Say **There's a lion** and ask students to tell you the name of the room (*bathroom*).
- Students can then play in pairs, groups or as two teams, taking turns to say a sentence and guess the room.

Be a Megastar: Draw one thing you find in each room. Say the rooms.

- Ask students to close their books and take out their notebooks and coloured pens. Tell them that they are going to try to remember the new words and draw something you would expect to find in each room, e.g. a table in the dining room. (It doesn't matter if they don't know the name of the item in English.) Ask them to draw one item they associate with each room.
- Walk around the class as they work, helping as needed. When they have finished, students can swap pictures with a friend and guess the rooms for each of their partner's drawings.
- Congratulate the students for the places they remembered and explain that linking things can help them to remember new words.

21ST CENTURY SKILLS Initiative and self-direction

Students learn to make their own links between concepts to aid memory.

Fast finishers

- Ask fast finishers to draw another item for each room.

Self-review

- Ask students to take out red, orange, and yellow coloured pens / pencils (or cards, if they have them). Tell them that red means Great, orange means Good and yellow means OK. Ask students to hold up the colour which shows how well they think they can remember the new words.

Find it!

- Point to Jack's notebook and ask students what they can see (boots). Ask students to find the boots in the main picture. (On the action hero figure in the girl's hand on page 32.)

EXTENSION VOCABULARY If you introduce these words, point to the pictures in the book, say and ask the students to point and repeat. Encourage students to use these words orally as the unit progresses.

Mixed ability

- To provide extra challenge for more confident students, you can ask them to work together to ask each other questions about the picture. They can use colours and numbers (e.g. *What colour is the rocket? How many cups?*). Students can also describe their own homes, e.g. *There's a bathroom. There are three bedrooms*. Their partner should listen carefully and when they have both finished describing they should identify the differences between their homes.
- Use the picture in the book to teach the extension vocabulary: *TV, sink* and *cooker*. Ask students to record or write the words in their notebooks using pictures or translations, next to the room(s) in which they would expect to find the item.
- Less confident students can work in pairs to review the vocabulary from this lesson by drawing pictures for their partner to name.

Extension activity

- Make a class doll's house over the course of Unit 4. Bring shoeboxes or similar to class. Use sticky tape to fix them together into a house. Ask students to take turns throughout the unit to decorate the rooms, painting the walls and making furniture out of coloured card to put in each room. Glue it in the rooms. Make sure each child has a turn at painting or making something. This could be used as a reward for good behaviour in class and for fast finishers.

Finisher

- Play *Tic-Tac-Toe*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

CULTURE NOTE Most people in Britain live in a house rather than a flat or apartment. The houses usually have a front and back garden. An exception to this is in city centres where flats are more common.

Workbook pages 25 and 69

For answers and scripts see Teacher's Guide page 145.

Further practice

Unit 4 Vocabulary and Grammar Worksheet 1
(Teacher's Resource Centre)

Lesson 2

1 Listen and read. Say. 2:03

Learn grammar with Lucy and Jack

Where's Uncle Alex? He's in the garden.

Where's Ellie? She's in the kitchen.

2 Listen and find. Say the name. 2:04

3 Listen and answer. 2:05

4 Close your book. Play a memory game.

Where's Jack? He's in the bathroom.

5 Draw a plan of your home. Label and say.

34 Grammar Where's Ellie? She's in the kitchen. I'm in the bedroom.

Lesson 3

1 Sing. 2:02

2 Read and answer.

Where's my dad?
Where's my mum?
Where's my grandma?
Where's my brother?
Where's my sister?

3 Put the people in the house. Play and say.

Where's Dad? He's in the kitchen!

Song lyrics Page 85 English at home Sing the song 35

Lesson 2 page 34

Objectives

To present a new grammar structure.

To practise the new grammar structure with the Lesson 1 vocabulary.

Language and structures

Active: *Where's (Uncle Alex)? (He's) in the (garden); I'm in the kitchen; house, garden, kitchen, bedroom, living room, dining room, bathroom, attic*

Passive: *name, memory game, family, plan of your home*

Materials

Unit 4 flashcards; Class Audio; Lucy and Jack flashcards from Level 1

Warmer

- Play the chant from Unit 4 Lesson 1 page 33 2:02 for students to listen and join in if possible.

1 Listen and read. Say. 2:03

- Point to the picture and ask students to say the names of the course characters (Jack and Lucy). Can they identify the other people in the picture? (Ellie and Uncle Alex)
- Play the recording for students to listen, then play it again and encourage students to repeat the grammar structure.
- Place the home flashcards on the board and elicit the vocabulary as you go. Point to a flashcard and ask **What is it?** (*The kitchen.*) Repeat with the other home flashcards.
- Place the Lucy flashcard overlapping a room and ask, **Where's Lucy?** Elicit *She's in the (bedroom).* Repeat with other rooms. Play again with using the Jack flashcard.

Transcript

Jack Where's Uncle Alex? **Lucy** He's in the garden.
Jack Where's Ellie? **Lucy** She's in the kitchen.

Extension activity

- Ask volunteers to come and place Lucy or Jack in a room. They ask *Where's (Jack)?* and other students respond.

2 Listen and find. Say the name. 2:04

- Ask students to say the rooms they see (*living room, bedroom, bathroom, kitchen, garden*). Tell them the characters are playing hide and seek.
- Tell students they will hear each character say where they are. Play the listening once, pausing after each sentence and asking students to point to the person in their books and say the name of the character.

ANSWERS

1 Megabyte 2 Lucy 3 Jack 4 Ellie 5 Uncle Alex

Transcript

1 I'm in the garden. 2 I'm in the kitchen.
3 I'm in the bathroom. 4 I'm in the living room.
5 I'm in the bedroom.

3 Listen and answer. 2:05

- Tell students they are going to hear questions about the picture. Play the listening once, and ask students to repeat the question and point to the person in the picture.
- Play the recording again for students to answer using the structure (*She's in the (kitchen).*)

ANSWERS

1 She's in the kitchen. 2 He's in the bathroom.
3 She's in the living room. 4 He's in the bedroom.
5 He's in the garden.

Transcript

- 1 Where's Lucy?
- 2 Where's Jack?
- 3 Where's Ellie?
- 4 Where's Uncle Alex?
- 5 Where's Megabyte?

4 Close your book. Play a memory game.

- Ask students to close their books. Explain they are going to take turns to ask and answer *Where's (Jack)? (He's in the bathroom).* with a partner.

5 Draw a plan of your home. Label and say.

- Tell students that they are going to draw a plan of their home. Sketch a plan of your home on the board, saying, e.g. **This is the (kitchen).** Write family members in the rooms and say **My (mum) is in the (living room).**
- Ask students to draw a plan of their own home, writing their family members in different rooms.
- Assist and ask **What's this? Is it the (kitchen)? Where's your (brother)?** When students have finished drawing, they label their plans, writing words (e.g. *kitchen*), sentences (*This is the kitchen.*) or a question and answer (*Where's (Mum)? (She's) in the (bathroom).*). Ask some students to present their plans to the class.

Finisher

- Give the flashcards to eight students. They show them to the rest of the class for a minute, then hide them. Ask **Where's (Hanna)?** and choose a child to answer (*She's in the attic*). If they are correct, they ask the next question.

Workbook pages 26 and 69

For answers and scripts see Teacher's Guide page 145.

Lesson 3 page 35

Objectives

- To sing a song using the Lesson 1 vocabulary and the Lesson 2 grammar.
- To work on pronunciation /r/.
- To do a personalization activity that involves a simple craft activity.
- To talk about a value.

Language and structures

Active: *Where's my (dad)? (He's) in the (kitchen); garden, kitchen, bedroom, living room, dining room, bathroom, attic, house; family*

Passive: *people; We tidy up after craft*

Materials

Unit 4 flashcards; Class Audio; Craft Worksheet Unit 4 Lesson 3 (Workbook page 81); scissors, coloured pens, reusable adhesive

Warmer

- Play *What card is missing?* with the Unit 4 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Sing. 2:07

- Model the /r/ sound for students to repeat.
- Ask students who they see in the pictures and to say the names of the rooms.

- Place the flashcards on the board. Play the song once for students to listen and point to the flashcards.
- Play the song again, modelling actions (see Teacher's Guide page 139 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions. They can follow the lyrics on Class Book page 85. Ask students to identify words which contain the /r/ sound.

CULTURE NOTE Students have learnt *grandpa* in Level 1. Explain that *grandad* is a widely used alternative for *grandpa*. *Nan/nanny* and *gran/granny* are common alternatives for *grandma*.

2 Read and answer.

- Read the first question and elicit the answer (*He's in the kitchen*). Students complete the activity in pairs, taking turns to ask and answer the questions.
- Play the song again to check the answers.

ANSWERS

- 1 He's in the kitchen. 2 She's in the dining room.
- 3 He's in the bedroom. 4 She's in the living room.
- 5 He's in the attic. 6 She's in the bathroom.

3 Put the people in the house. Play and say.

- Tell students that they are going to make a guessing game, like the one in the photo.
- Give out the craft worksheets and make sure students have scissors, coloured pens and reusable adhesive. Students cut out their houses and the people and colour them in. They stick reusable adhesive to the back of each person.
- As they make their houses, monitor and ask questions, e.g. **Which room is it? What colour is it? Who's this?**
- Ask students to tidy up their materials before they play.
- In pairs, students take turns sticking the people in different rooms. Their partner asks *Where's (Dad)?* and places the people on their own house to match the answers.

Our Values

- Show the class the *Our Values* badge. Read out the value (*We tidy up after craft*) and discuss why it is good to tidy up after they use something.

Finisher

- Play a miming game with the flashcards. Ask students to come to the front of the class and give them a room flashcard. They mime an action that they do in that room, e.g. brushing their teeth. Ask **Where's (Marek)?** Encourage students to answer, e.g. *He's in the bathroom*.

English at home

- Students can sing the song to their families at home. They can also take home their houses to play with.

Workbook page 27

For answers and scripts see Teacher's Guide page 146.

Lesson 4

Camping Out

1 Listen and read. Act. Think Talk about the story.

Song! Lesson 5

1 Listen and point. Say. **2 Sing.**

Lesson 4 page 36

Objectives

To develop comprehension skills and preview new vocabulary in the context of the story.

Language and structures

Active: *bed, sofa, bath, table; Where's the (sofa)? I'm scared. Don't worry.*

Passive: *Here's a bed. Cool! What's that? silly*

Materials

Unit 4 flashcards; Class Audio

Warmer

- Play the song from Unit 4 Lesson 3 page 35 2:07 for students to listen and join in with.

1 Listen and read. 2:09

- Pre-reading: Point to the first frame of the story and ask students who they can see (Jack, Lucy, Ellie, and Megabyte). Ask **Where are they?** Take ideas from the class and establish that the children are camping.
- Reading: Play the recording or the video. If you are using the recording, encourage students to point to the correct pictures and follow the speech bubbles as they listen.
- After reading: Play the recording again and ask students questions about each frame. 1 How do the children feel? (They're happy and excited.) 2 Is Megabyte happy? (No, he's thinking about his sofa.) 3 What are the children doing? (Making shadow shapes with their hands.) 4 What is Megabyte's idea? (To make himself look scary.) 5 Who knows it's Megabyte? (Ellie) What does she do? (She sprays

water at him.) 6 Where is Megabyte? (In the water) What is he thinking about? (A bath.)

- Look at the pictures again. Ask students to point to the rooms shown in Megabyte's thought bubbles: **Where is the living room/bathroom/bedroom?**

Story Camping Out

Jack Here's a bed, and a table!

Ellie Cool!

Jack It's my turn!

Megabyte Hmmp! Where's the sofa?

Lucy Look! It's a bird!

Jack What's that?

Lucy I'm scared!

Ellie Don't worry!

Ellie Hee hee!

Megabyte Aargh!

Ellie Silly Megabyte!

Megabyte Ooh! Where's the bath?

Act.

- Divide the class into groups of four to act out the story. Allow students time to practise in their groups, then invite groups to act out the story for the class.

Think Talk about the story.

- Ask students whether or not they like the story; you can get them to rate it out of ten.
- Ask if any students have been camping in a tent. Get them to describe it, asking **Is there a (bedroom)? Is there a (sofa)?** Ask students whether they are like the students, who enjoy camping, or like Megabyte, who prefers his home comforts!

Finisher

- Play *Who says this?* Choose a character and read one of their speech bubbles, e.g. **Where's the sofa?** Students tell you the name of the character, e.g. *Megabyte*. You can confirm the answer, saying **Yes, I'm Megabyte**. Choose a child who guessed correctly to have the next turn.

Workbook page 28

For answers and scripts see Teacher's Guide page 146.

Further practice

Unit 4 Story Worksheet (Teacher's Resource Centre)

Lesson 5 page 37

Objectives

To present and practise four new items of vocabulary using the Lesson 2 grammar.

To practise a short *Everyday English!* role play taken from the story in Lesson 4.

Language and structures

Active: *bed, sofa, bath, table; I'm scared. Don't worry.*

Materials

Unit 4 flashcards; Class Audio

Warmer

- Play the recording or the video again to refresh students' memory of the story. 🎧 2•09

1 Listen and point. Say. 🎧 2•10

- Introduce the new words using the flashcards. Hold up or point to the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the pictures in their books. Play the recording again for students to listen, point and repeat the words.
- Ask students to point to the items in the story and say the words.

Transcript

bed, sofa, bath, table
table, bed, bath, sofa

2 Sing. 🎧 2•11

- Review *spider* by drawing one on the board. Ask **Do you like spiders?** Play the song once for students to listen.
- Play the song again, modelling actions (see Teacher's Guide page 139 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again. Students join in and do the actions. They can follow the lyrics on Class Book page 85.

3 Listen and write A or B. Ask and answer. 🎧 2•12

- Ask students to look at picture A and name the rooms.
- Divide the class in half. Name them Team A and Team B. Ask each team to take turns saying things they can see in their A or B picture, e.g. *bath*. Ask **Where's the bath?** and encourage them to answer *It's in the (bathroom)*.

- Tell the students they are going to hear questions and answers about the pictures. If they think the answer matches their picture, they should stand up.
- Play number one. Ask **Is it A or B?** (A) Encourage Team A to stand up.
- Play the recording through for students to listen and stand. Play the listening again for students to listen again and write the answers in their notebooks.

ANSWERS

1 A 2 B 3 A 4 A 5 B 6 B

Transcript

- 1 Where's the bed? It's in the bedroom.
- 2 Where's the sofa? It's in the kitchen!
- 3 Where's the table? It's in the dining room.
- 4 Where's the sofa? It's in the living room.
- 5 Where's the bed? It's in the garden!
- 6 Where's the bath? It's in the dining room!

Everyday English!: being reassuring

4 Listen and repeat. 🎧 2•13

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

- A I'm scared!
B Don't worry.

5 Act it out.

- Model the dialogue with confident students. Then ask pairs of students to practise the exchange together. Monitor and make sure all of the students are speaking and responding appropriately.
- Tell students they can use this exchange whenever they want to make someone feel better when they feel scared/sad/upset/worried.

21ST CENTURY SKILLS Social and cross-cultural interaction
Students learn how to reassure someone.

Extension activity

- Ask students to think of things that make them or people they know scared. Use their ideas to expand the dialogue, e.g. *There's a (spider). I'm scared.* or *It's stormy. I'm scared.*

6 Say it and write it in Polish.

- Present the dialogue again and ask children to repeat in Polish and write the sentences in their notebooks.

Finisher

- Play *Bingo* with the Unit 4 flashcards. See the Ideas Bank (Teacher's Guide page 135) for instructions.

Workbook page 29

For answers and scripts see Teacher's Guide page 146.

Further practice

Unit 4 Vocabulary and Grammar Worksheet 2
(Teacher's Resource Centre)

4 Lesson 6 **CLIL History**

1 Listen and read. Find old, new and tall buildings in the picture. (0:23)

I'm Maria. I live in London. There are lots of buildings and bridges in London. My favourite new building is the Shard. It's very tall. My favourite old building is the Tower of London.

Tower of London Tower Bridge The Shard

2 Look and say. There are ... There's ... It's ...

3 Look and listen. Say A or B. (0:25) Are there new buildings?

4 Think. Ask and answer about your town.

Are there old buildings? Yes, there are.
Are there new buildings? No, there aren't.
Are there tall buildings?
Are there bridges?

5 Make a poster of your favourite buildings. (2)

38 Language Are there old buildings? Yes, there are. No, there aren't. old, new, tall, building, bridge

4 Revision

1 Listen and write the number. (0:23)

2 Look at activity 1. Read and write T (True) or F (False). Correct the false sentences. (2)

1 My mum is in the bedroom. 3 My brother is in the bathroom.
2 My dad is in the garden. 4 My grandpa is in the living room.

3 Make a board game. Play and say.

4 Find these in Unit 4. Match. Make sentences.

There's a ... It's in ...

basketball bath bed bridge sofa table

STAR CHALLENGE UNIT 4 How many words can you write? Make sentences.

Are you a ...? **Super Star!** **Star!** **More Star!**

39

Lesson 6 page 38

Objectives

To present a CLIL concept (History)

To use a structure and vocabulary to express a CLIL concept.

Language and structures

Active: *old, new, tall, building, bridge; Are there (old buildings)? Yes, there are. No, there aren't. There are (old buildings). There's a (bridge).*

Passive: *town, poster*

Materials

Unit 4 flashcards; Class Audio; paper, coloured pens

Warmer

- Play *Yes or no* with the Unit 4 flashcards. See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Listen and read. Find old, new and tall buildings in the picture. (0:24)

- Point to the picture and ask students if they recognize the city (London) and any of the places (e.g. Tower Bridge).
- Tell students they are going to hear a girl talking about London. Play the recording for them to read and follow.
- Play the recording again, pausing to ask students to find the bridges, the Shard and the Tower of London in the picture. Reinforce the new language by asking students to think of tall, old and new buildings and bridges in their town.

Transcript

I'm Maria. I live in London. There are lots of buildings and bridges in London. My favourite new building is the Shard. It's very tall. My favourite old building is the Tower of London.

2 Look and say.

- Ask students to look at the two photographs. Do they recognize the domed building? (St Paul's Cathedral) Ask **Which picture is new? (B) Which is old? (A)**
- Write *There are ...*, *There's ...* and *It's ...* on the board. Ask students to talk about the pictures using these structures. Do an example as a class, then students can work in groups. Write prompts on the board to help them, e.g. *tall/new/old buildings, bridges, cars, people, a boat*.
- Ask groups to share their sentences with the class.

3 Look and listen. Say A or B. (0:25)

- Write the six questions on the left of the board (see transcript, below). On the right, write *Yes, there is. No, there isn't. Yes, there are. No, there aren't*.

TEACHING TIP Write *Are there* and *there are/aren't* in one colour and *Is there* and *there is/isn't* in another, to help students see the connection. Point out that the word order is reversed in the question.

- Play the recording, pausing for volunteers to come to the board and join each question to the answer.
- Play number 1 again, and ask **Which picture? (A)**. Play the rest of the recording, asking students to make a note of their answers in their notebooks. Check the answers.

ANSWERS

1 A 2 B 3 A 4 B 5 B 6 A

Transcript

- Are there new buildings? No, there aren't.
- Are there tall buildings? Yes, there are. There are lots of tall buildings.
- Is there a boat? Yes, there is.
- Are there new buildings? Yes, there are.

- 5 Is there a boat? No, there isn't.
6 Are there old bridges? Yes, there are.

4 **Think** Ask and answer about your town.

- Read the questions as a class and get students' ideas. They then work in pairs or groups to ask and answer about their town. Ask them to name or describe buildings if they can.

5 Make a poster of your favourite buildings.

- Working in groups, students make a poster of their favourite buildings. They can research and print out pictures or draw them. Encourage the students to write short descriptions using the language from this lesson.
- Walk around as students work, helping as needed and asking questions about the buildings, e.g. **Is it old/new/tall?**

Finisher

- Play *Memory game*. See the Ideas Bank (Teacher's Guide page 135) for instructions. Make sure there is more than one of each object. Ask, e.g. **Are there four pencils?** Students answer *Yes, there are.* or *No, there aren't.*

Workbook page 30

For answers and scripts see Teacher's Guide page 146.

Further practice

Unit 4 CLIL Activity Worksheet (Teacher's Resource Centre)

Revision page 39

Objectives

To review the linguistic content of the unit

Language and structures

Active: *bedroom, bathroom, kitchen, living room, dining room, attic, garden, bed, table, sofa, bath, family; Where's (number 1)? He's/She's/It's in the (bedroom).*

Passive: *correct, board game*

Materials

Unit 4 flashcards; Class Audio; Craft Worksheet Unit 4 Revision (Teacher's Resource Centre); scissors, coloured pens; number flashcards

Warmer

- Play *Kim's game*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and write the number. 2-17

- Ask **Who's number (1)?** to elicit *mum, dad*, etc. Ask students in pairs to work out who is in each room.
- Tell students that they are going to hear sentences about the people. Play the first sentence and repeat **He's in the bathroom**. Ask **Who is it?** (*Number 3*.) Students write 3 (or *brother*) in their notebooks.
- Play the rest of the recording and allow students to check their answers with a partner. Then play the recording again, pausing after each sentence to check as a class.

ANSWERS

- 3 (brother), 1 (mum), 6 (grandpa), 4 (sister),
2 (dad), 5 (grandma)

Transcript

He's in the bathroom. She's in the bedroom. He's in the attic. She's in the living room. He's in the dining room. She's in the kitchen.

Extension activity

- Students take turns to ask and answer about activity 1. Demonstrate the activity by asking **Where's number 1?** (*She's in the bedroom*.) Students can then work in pairs.

2 Look at activity 1. Read and write T (True) or F (False). Correct the false sentences.

- Read the first sentence as a class and ask students to look at the pictures in activity 1 to see if it's true. Say **Yes, she's in the bedroom**. Write *1T* on the board. Read the second sentence together and establish that it is false. Ask **Where is he?** Write *2F He's in the dining room* on the board.
- Students complete the rest of the activity individually or in pairs. Check the answers as a class.

ANSWERS

- 1 T 2 F He's in the dining room. 3 T
4 F He's in the attic.

3 Make a board game. Play and say.

- Hand out craft worksheets, coloured pens and scissors. Students cut out the board and furniture and colour it in. Move around offering help if necessary and asking questions, e.g. **What is it? Is it a (table)?**
- Demonstrate the game with a confident student. He/She places the furniture on the grid without showing anyone. Help the rest of the class to ask, e.g. *Where's the bed?* for the child to answer, e.g. *B3*. Students place the pictures in the correct spaces on their boards. When they have finished, compare the boards to see if they match. Students can then play in pairs.

4 Find these in Unit 4. Match. Make sentences.

- Read through the words as a class. Ask students to find picture 1 on pages 32–33. Show them the speech bubble and ask them to make sentences: *There's a basketball. It's in the garden*. Complete the activity as a class or in pairs.

ANSWERS

- 1 There's a basketball. It's in the garden. 2 There's a bath. It's in the bathroom. 3 There's a table. It's in the dining room. 4 There's a bed. It's in the bedroom.
5 There's a sofa. It's in the living room.
6 There's a bridge. It's in London.

Star Challenge

- Ask the students to complete the *Star Challenge* individually and self-review their progress.

Finisher

- Play *What number is it?* using the Unit 4 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

Workbook pages 31 and 72

For answers and scripts see Teacher's Guide page 146.

Further practice

Unit 4 Test (Teacher's Resource Centre)

Culture 2 Holidays!

1 Listen and point. Say. (2:20)

1 camper van 2 hotel 3 caravan
4 tent 5 cottage 6 boat

2 Think Which places are good for a summer/winter holiday?

3 Find and say. Listen and check. (2:21)

Where's number 1? She's in the caravan. She's wearing a yellow dress.

1 2 3 4 5 6

4 Look and say. There's a red tent.

5 Listen and read. Who has got five rooms? (2:22)

1 This is our tent. There's one bedroom. There isn't a bathroom!

2 This is our hotel room. There are two beds and there's a TV. There's a bathroom, too, but there isn't a kitchen.

3 This is our boat. There are two bedrooms, a kitchen and a living room. There's a bathroom, but there isn't a bath.

Project

6 Draw yourself on holiday. Talk about your picture.

This is my favourite holiday place. It's a cottage. It's winter and it's snowy. I'm wearing trousers, boots and a jacket.

My holiday

Language There isn't a bathroom. camper van, hotel, caravan, tent, cottage, boat

Units 3 and 4 review

Holidays!

pages 40–41

Objectives

- To present and practise six new items of vocabulary.
- To think about places to stay on holiday.
- To review language from previous units.

Language and structures

Active: *camper van, hotel, caravan, tent, cottage, boat, rooms, furniture clothes, weather; There isn't a (bathroom). There's one bedroom. There are two beds.*

Passive: *Which places are good for a summer/winter holiday? Who has got five rooms? Draw yourself on holiday.*

Materials

Class Audio; coloured pens, Unit 3 and 4 flashcards

Warmer

- Play *Sharkman* to elicit the word *Holidays*. See the Ideas Bank (Teacher's Guide page 136) for instructions.

1 Listen and point. Say. (2:20)

- Introduce the new words. Point to the pictures and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point, and repeat the words.

- Ask **Where do you go on holiday? Where do you stay on holiday?**

TEACHING TIP In a less confident class, put students into pairs. Ask them to take turns saying a word pictured on page 40 for their partner to listen, point to and repeat.

Transcript

camper van, hotel, caravan, tent, cottage, boat
tent, boat, hotel, caravan, cottage, camper van

2 Think Which places are good for a summer/winter holiday?

- Ask students to look again at the pictures in activity 1. Write *summer* and *winter* as headings on the board. Ask the question (translating if necessary) and ask students to suggest which places should go in each column and why (e.g. a tent isn't good in winter because it's too cold). If necessary, prompt them to think about whether some options can go in both columns.

3 Find and say. Listen and check. (2:21)

- Ask students to look at the pictures on the right and describe them in as much detail as they can, e.g. *There's a purple and white camper van. There's a man with a dog. He's wearing a yellow T-shirt and brown shorts.* etc.
- Tell students that each of the children on the left can be found in one of the pictures on the right. Read the example speech bubbles together: *Where's number 1? She's in the caravan. She's wearing a yellow dress.* Have the students find and point to her in picture c.

- Students complete the rest of the activity in pairs or groups. Fast finishers can write the answers as sentences in their notebooks, e.g. *She's in the caravan*.
- Play the recording for students to check their answers.

TEACHING TIP Highlight the fact that we use *in* with *caravan*, *campervan*, *cottage*, *hotel* and *tent*, but *on* with *boat*.

ANSWERS

- 1c **She's in the caravan.** (She's wearing a yellow dress.)
- 2a **He's in the camper van.** (He's wearing a white T-shirt and blue shorts.)
- 3b **She's in the cottage.** (She's wearing a purple sweater and a blue skirt.)
- 4d **He's on the boat.** (He's wearing a yellow jacket and blue trousers.)

Transcript

- 1 I'm in the caravan. Ben's in the tent. Mum's tired!
- 2 I'm on holiday with Dad in the camper van. It's sunny and hot.
- 3 I'm in the cottage. It's great! There are three bedrooms, a big kitchen and two bathrooms.
- 4 I'm on the boat. It's rainy and windy! I'm wearing my yellow jacket.

Extension activity

- Write the following comprehension questions on the board and play the recording again for students to answer:
 - 1 Where's Ben?
 - 2 What's the weather like?
 - 3 How many bedrooms are there?
 - 4 What's the weather like?

4 Look and say.

- Ask students to look at the holiday pictures on page 41. Ask **What can you see?** Elicit vocabulary from page 40, plus clothes, family members, weather, furniture, etc.

5 Listen and read. Who has got five rooms? 🎧 2-22

- Give students a chance to look at the text next to each picture and play the recording for them to listen and follow.
- Ask which of the holiday places they prefer and why.
- Ask students who has got five rooms. Encourage them to say all the rooms.

ANSWER

The girl on the boat has got five rooms (two bedrooms, a kitchen, a living room and a bathroom).

Transcript

- 1 This is our tent. There's one bedroom. There isn't a bathroom!
- 2 This is our hotel room. There are two beds and there's a TV. There's a bathroom, too, but there isn't a kitchen.
- 3 This is our boat. There are two bedrooms, a kitchen and a living room. There's a bathroom, but there isn't a bath.

Think Compare holidays in Poland and in the UK.

- Tell students about holidays in the UK (see Culture Note, below). Ask students to think about where they and their

friends go on holiday. What destinations and types of accommodation are popular?

CULTURE NOTE Most British families have a summer holiday. Some stay in the UK, where camping holidays (with tents, caravans and camper vans) and rental cottages are popular. There are also numerous hotels, particularly in coastal resorts. Popular destinations include Cornwall and Devon in the southwest of England for seaside holidays, and the Lake District in the northwest for countryside and outdoor activities.

Other families head abroad to guarantee good weather! Spain is the most popular destination, while Italy, France, Greece and Portugal also see many British tourists. Further afield, holidays in the US and Australia are also popular.

Boating holidays in Britain are very popular in summer. You can sail a canal boat from London to Manchester. The first canals were built over 2,000 years ago by the Romans. In the 1800s, canals were made to help move clothes and machinery around the country. Today you can sleep on a canal boat in a big city or in the quiet countryside.

6 Draw yourself on holiday. Talk about your picture.

- Ask students to look at the example picture in their books and read the text in the speech bubble.
- Tell students to draw themselves on holiday. This can be a real or imagined holiday. Ask them to include their holiday home and the people they go with in their picture.
- Walk around as they work, asking questions about their pictures, e.g. **What's this? How many people are there? Who's this? Is it sunny?**
- When students have finished, ask them to present their pictures to each other in groups or as a class.

21ST CENTURY SKILLS Initiative and self-direction

Students use the language they have learned to talk about their own holiday.

Extension activity

- In a more confident class, or for fast finishers, ask students to label their picture or write sentences about it.
- You can write the text from the speech bubble on the board with some of the words underlined: *This is my favourite holiday place. It's a cottage. It's winter and it's snowy. I'm wearing trousers, boots and a jacket.* Explain to students that they can copy the text but change the underlined words to match their own picture. Look at each underlined word and ask them for examples of other words that could replace it (e.g. *cottage* could be replaced with *tent*, *hotel*, etc.).

Finisher

- Play *Which one is missing?* with the Unit 3 and 4 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

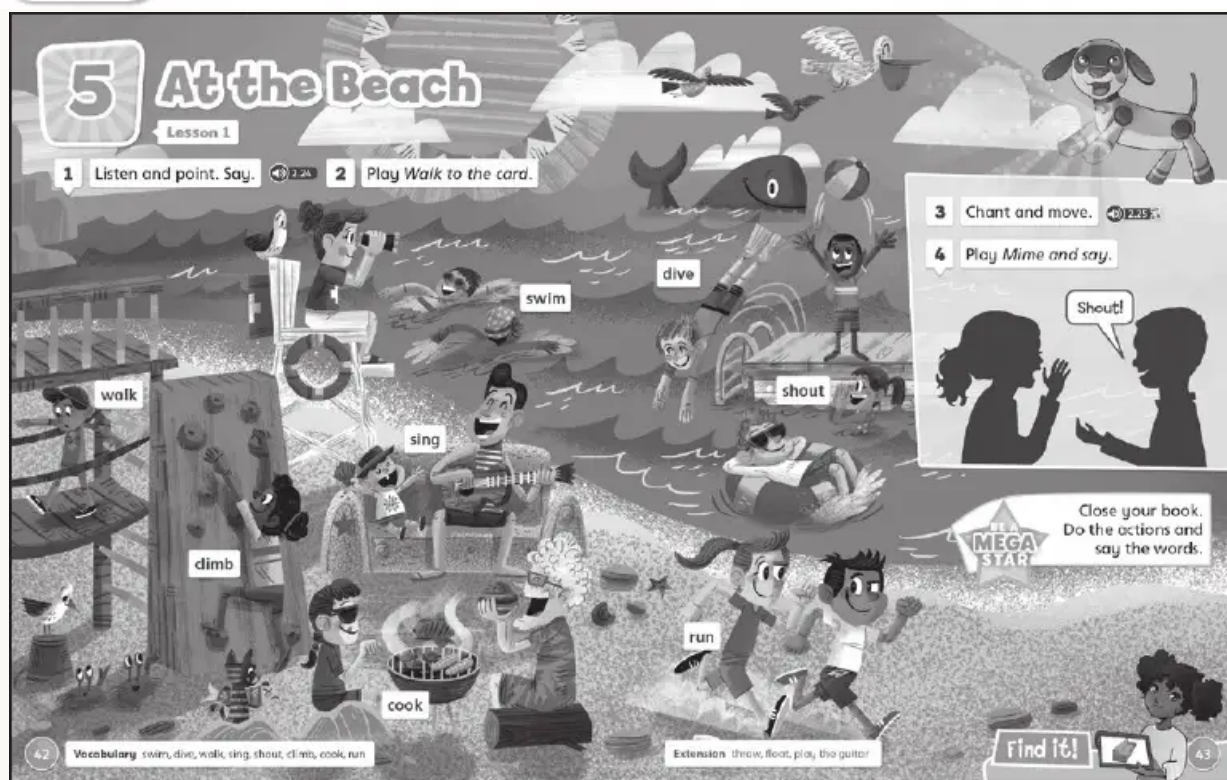
Workbook pages 32 and 33

Play the Review Board Game, refer to instructions on the page.

Further practice

Mid-Year Test (Teacher's Resource Centre)

5 At the Beach



Lesson 1 pages 42–43

Objectives

- To present and practise eight new items of vocabulary.
- To review vocabulary and grammar from previous units.

Language and structures

Active: swim, dive, walk, sing, shout, climb, cook, run, sofa

Extension: throw, float, play the guitar

Passive: Do the actions

Materials

Unit 5 flashcards; Class Audio; Unit 3 and 4 flashcards, coloured pens / pencils

Warmer

- Play *Fast flashcards* with the Unit 3 and 4 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and point. Say. 2-24

- Books closed. Ask students to stand up. Introduce the new words using the flashcards. Show each flashcard, say the word for students to repeat and do the action for them to copy. Place the flashcards on the board.
- Point to the flashcards and say the words again for students to do the actions.

- Books open. Ask students to sit down. Play the recording for them to listen and point to the actions in the picture. Play the recording again for students to listen, point and repeat the words.

Transcript

swim, dive, walk, sing, shout, climb, cook, run
cook, swim, shout, climb, sing, walk, run, dive

2 Play Walk to the card.

- See the Ideas Bank (Teacher's Guide page 135) for instructions.

TEACHING TIP Ask students to act out the words as they walk to the flashcards.

3 Chant and move. 2-25

- Play the chant through once, pointing to the flashcards, for students to listen.
- Give the flashcards to different students and play the chant again. The students with the flashcards hold them up when they hear their word, and the rest of the class does the action.
- Play the chant again and encourage students to join in and act out the correct actions.

Transcript

Let's walk at the beach. Let's walk!
Let's run at the beach. Let's run!
Let's shout at the beach. Let's shout! Hooray!

Let's swim at the beach. Let's swim! Splish, splash!
 Let's climb at the beach. Let's climb!
 Let's cook at the beach. Let's cook! Yummy!
 Let's sing at the beach. Let's sing! La la la!
 Let's dive at the beach. Let's dive! Splish, splosh!

4 Play *Mime and say*.

- Divide the class into two teams. Place the flashcards in a pile at the front of the class. Ask a child from the first team to come to the front, pick up a card and mime it for their team to guess. If their team guesses correctly, they win a point. The next team takes their turn. Continue so that each child has a chance to act out an action.
- Alternatively, students can play this in groups or pairs, taking turns to choose a word to mime.

Be a Megastar: Close your book. Do the actions and say the words.

- Ask students to close their books. They can work individually or in pairs to remember the words and do the actions. Give them a couple of minutes to try to remember all eight words.
- Have the flashcards to hand, but don't let the students see them. Ask one child to say a word for the rest of the class to do the action. Place the flashcard on the board. Ask another child to say a different word, continuing like this until all the flashcards are displayed.
- Congratulate the students for remembering the actions and explain that associating new words with actions can make it easier to remember them.

Fast finishers

- Ask fast finishers to draw quick pictures for the words they remember.

Self-review

- Ask students to take out red, orange, and yellow coloured pens / pencils (or cards, if they have them). Tell them that red means *Great*, orange means *Good* and yellow means *OK*. Ask students to hold up the colour which shows how well they think they can remember the new words.

Find it!

- Point to Lucy's tablet and ask students what they can see (a sofa). Ask students to find the sofa in the main picture. (On page 42 – it's made of sand.)

EXTENSION VOCABULARY If you introduce these words, point to the pictures in the book, say and ask the students to point and repeat. Encourage students to use these words orally as the unit progresses.

Mixed ability

- To provide extra challenge for more confident students, you can ask them to take turns to describe people in the picture and guess the action, e.g. *He's wearing blue and red shorts. (Run.)*
- Use the picture in the book to teach the extension vocabulary: *throw*, *float* and *play the guitar*. Ask students to mime the actions for their partners to guess. Ask students to record or write the words in their notebooks using pictures or translations.

- Less confident students can work in pairs to review the vocabulary from this lesson by saying actions for their partner to act out.

TEACHING TIP Bring a bell or a whistle to class. Tell students that throughout the unit, you will randomly ring your bell/blow your whistle and call out an action from today's lesson. When you do, they must stand up and do the action.

Finisher

- Play *Simon says*. See the Ideas Bank (Teacher's Guide page 136) for instructions.

CULTURE NOTE Despite the unpredictable weather, going to the beach is popular in Britain and many people do sports such as surfing and bodyboarding. It is even traditional in some areas to swim in the sea on Christmas Day or New Year's Day when the water is freezing cold!

Workbook pages 34 and 79

For answers and scripts see Teacher's Guide page 147.

Further practice

Unit 5 Vocabulary and Grammar Worksheet 1
 (Teacher's Resource Centre)

5 Lesson 2

1 Listen and read. Say. 2:23

Learn grammar with Lucy and Jack

I can swim!

I can't cook.

2 Listen. Tick (✓) or cross (X) and write the number. 2:27

3 Say. Listen to your friend and tick (✓) or cross (X).

I can cook.

4 Write things you can do. sing

Grammar I can swim. I can't cook.

Song! Lesson 3

1 Sing. 2:29

2 Read. Say the sentences that are true for you.

I can run.	I can climb.	I can swim.	I can't dive.
I can walk.	I can sing.	I can shout.	I can't cook.

3 Make a certificate. Say.

Look! I can swim! Can you?

Yes, I can.

Song lyrics Page 86 English at home Sing the song 45

Lesson 2 page 44

Objectives

To present a new grammar structure.

To practise the new grammar structure with the Lesson 1 vocabulary.

Language and structures

Active: *I can (swim). I can't (cook); swim, dive, walk, sing, shout, climb, cook, run*

Passive: *tick, cross, things you can do*

Materials

Unit 5 flashcards; Class Audio

Warmer

- Play the chant from Unit 5 Lesson 1 page 43 2:25 for students to listen and join in if possible.

1 Listen and read. Say. 2:26

- Point to the picture and ask students to say the names of the course characters (Lucy, Jack and Megabyte).
- Play the recording for students to listen; then play it again and encourage students to repeat the grammar structure.
- Place the action flashcards on the board and elicit the vocabulary as you go. Point to a flashcard and say **I can (swim)**. Act doing them confidently. Repeat with one or two more flashcards. Point to another flashcard and use the negative structure, **I can't (cook)**. Act doing it badly. Repeat with one or two more flashcards.
- Hand a flashcard to a child, saying **Can you (dive)?** The child then makes a true sentence about him/herself

and passes the card onto the next child. Continue around the room for a while, then change the flashcard.

Transcript

Jack I can swim!

Lucy I can't cook.

2 Listen. Tick (✓) or cross (X) and write the number. 2:27

- Ask students to look at the pictures and say the words.
- Tell them they are going to hear sentences, but not in order. They should use their notebooks and tick if it's an *I can* sentence and cross if it's *I can't*, and then write the number of the picture.
- Play the first part of the recording and do it together as an example, before playing the rest of the recording twice for students to complete the activity. Give them a chance to check their answers with a partner before playing the recording a final time, pausing to check the answers.

TEACHING TIP Ask students to tick or cross on first listening, and then write the number on second listening.

ANSWERS

✓ 6 X 2 ✓ 4 ✓ 5
X 1 X 7 ✓ 8 X 3

Transcript

I can walk.
I can't sing.
I can climb.
I can run.
I can't cook.
I can't swim.
I can shout!
I can't dive.

3 Say. Listen to your friend and tick (✓) or cross (X).

- Put students into pairs. Ask them to take turns telling each other about themselves using *I can* and *I can't* and the words from activity 2. Their partner ticks and crosses and writes the number, as in activity 2.

TEACHING TIP For an easier activity, students say the sentences in the order of the pictures. For a more challenging one, students say the sentences in any order and their partner has to find the relevant picture.

Extension activity

- Children choose one thing they can do and one they can't from activity 2. Ask a few students to tell you their sentences as an example.
- Ask students to stand. They should walk around the room telling everyone they meet their sentences and listening to everyone else's. If they find someone with the same sentences, they sit down with them. When a pair sits down, ask them to tell you their sentences.

4 Write things you can do.

- Children write the things they can do from activity 2 in their notebooks, then compare their lists with a partner.
- Ask students to tell you any differences, e.g. A: *I can swim*. B: *I can't swim*.

Finisher

- Hold up a flashcard and say ***I can (sing)***. Children should stand up and repeat the sentence if it's true for them, and remain seated if it's false. When they've got the idea, encourage students to come to the front to make sentences about the flashcards.

Workbook page 35

For answers and scripts see Teacher's Guide page 147.

Lesson 3 page 45

Objectives

To sing a song using the Lesson 1 vocabulary and the Lesson 2 grammar.

To work on pronunciation /ŋ/.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *I can (swim), I can't (cook). Can you (swim)? Yes, I can. No, I can't; swim, dive, walk, sing, shout, climb, cook, run*

Passive: *certificate*

Materials

Unit 5 flashcards; Class Audio; Craft Worksheet Unit 5 Lesson 3 (Workbook page 79); scissors, coloured pens

Warmer

- Play *Hit the card*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Sing. 2-29

- Model the /ŋ/ sound for students to repeat and ask students if they know which letters make the sound (ng).

- Play the song once through for students to listen and point to the pictures.
- Play the song again, modelling actions for the song (see Teacher's Guide page 139 for song lyrics and suggested actions) and encouraging students to copy.
- Divide the class into eight groups. Give each group an action (run, walk, swim, dive, climb, sing, shout and cook). Play the song again. Each group joins in, singing their lines and doing the action. All the students can sing the chorus.
- Play the song again. Ask students to sing along to the whole song, using the lyrics on Class Book page 86. Ask students to identify the word that ends with the /ŋ/ sound.

2 Read. Say the sentences that are true for you.

- Read the captions below the pictures in turn and have students repeat the sentence if it's true for them.

3 Make a certificate. Say.

- Tell students that they are going to make a certificate showing the things they can do. Ask them to look at the picture in their books. Model the dialogue with a confident student, saying ***I can swim. Can you?*** When the child answers *Yes* or *No*, introduce the short answers *Yes, I can* or *No, I can't*.
- Give out the craft worksheets and make sure students have coloured pens. Children draw and colour pictures of the things they can do, using the words from Lesson 1.
- As they make their certificates, monitor, ask questions and praise the students, e.g. ***What's this? I can (swim). Well done!*** If you wish, you can ask students to write a label below each picture, e.g. *swim* or *I can swim*.
- Ask students to tidy up their materials when they have finished.
- Put students into pairs. They take turns telling their partner the things they can do and then ask their partner, e.g. *Look! I can swim. Can you?* Their partner responds saying, *Yes, I can. / No, I can't*. Monitor and check throughout.

21ST CENTURY SKILLS Social and cross-cultural interaction
Students learn to share their achievements with others.

Extension activity

- Play the song from activity 1.  2-29 Ask the class to walk around the room with their certificates. Pause the music. They turn to the person next to them and talk about one thing they can do, e.g. *Look! I can read! Can you?* Repeat several times, with students talking to different people.

Finisher

- Play *What card is missing?* See the Ideas Bank (Teacher's Guide page 134) for instructions.

English at home

- Students can sing the song to their families at home. They can also take home their certificate to show their family.

Workbook page 36

For answers and scripts see Teacher's Guide page 147.

Lesson 4 Watch Out, Megabyte!

1 Listen and read. Act. Think Talk about the story.

1 Look! I can dive!
I can swim!
I can't swim.

2 But I can dance!

3 And I can jump!

4 And I can climb!

5 Watch out, Megabyte!

6 Oh dear! I can't fly!
Quick! Catch Megabyte!

Song! Lesson 5

1 Listen and point. Say. **2 Sing.**

dance jump fly catch

3 Look, read and write. Listen and check.

1 I can jump.
I can't catch.

2 I can dance.
I can fly.

3 I can't dance. I can catch. I can't fly. I can't jump.

4 I can't dance. I can catch. I can't fly. I can't jump.

Everyday English!

4 Listen and repeat.
5 Act it out.
6 Say it and write it in Polish.

Vocabulary dance, jump, fly, catch

Song lyrics Page B6 47

Lesson 4 page 46

Objectives

To develop comprehension skills and preview new vocabulary in the context of the story.

Language and structures

Active: dance, jump, fly, catch, swim, dive, climb; I can (dance). I can't (fly). Oh dear! Quick!

Passive: but, Watch out!

Materials

Unit 5 flashcards; Class Audio

Warmer

- Play the song from Unit 5 Lesson 3 page 45 **2:29** for students to listen and join in with. Encourage them to do the actions.

1 Listen and read. **2:31**

- Pre-reading: Point to the first frame of the story and ask students who they can see (Jack, Lucy, Ellie and Megabyte). Ask **Where are they?** (At the beach.) **What can Ellie do?** (Dive) **What can Jack do?** (Swim) Take ideas from the class and praise their suggestions.
- Reading: Play the recording or the video. If you are using the recording, encourage students to point to the correct pictures and follow the speech bubbles as they listen.
- After reading: Play the recording again and ask students questions about each frame. 1 How does Megabyte feel? (Sad) Why? (He can't swim.) 2–4 What can Megabyte do? (dance, jump and climb) 5 Why does Lucy say 'watch out'? (Because Megabyte is on a cliff/up high/in danger.)

6 Why is Megabyte moving his legs and falling? (He can't fly.) How do the children help him? (They catch him).

Story Watch Out, Megabyte!

Ellie Look! I can dive!

Jack I can swim!

Megabyte Hmmph! I can't swim.

Megabyte Ooh! But I can dance!

Megabyte And I can jump!

Megabyte And I can climb! Ouf!

Lucy Oh! Watch out, Megabyte!

Megabyte Oh dear! I can't fly!

Jack Quick! Catch Megabyte!

Act.

- Divide the class into groups of four to act out the story. Allow students time to practise in their groups, then invite groups to act out the story for the class.

Think Talk about the story.

- Ask students whether or not they like the story; you can get them to rate it out of ten.
- Ask students what they do at the beach. Do they like swimming/diving/dancing/playing volleyball/climbing?
- Talk about safety outdoors. Why does Megabyte get into trouble? (He climbs too high and can't get down.) Ask if this has ever happened to any of the students and discuss how to stay safe when swimming, climbing, etc.

21ST CENTURY SKILLS Leadership and responsibility

Students learn to take responsibility for their own safety.

Finisher

- Play *Who says this?* Choose a character and read one of their speech bubbles, e.g. **I can swim**. Students tell you

the name of the character, e.g. *Jack*. Choose a child who guessed correctly to have the next turn.

Workbook page 37

For answers and scripts see Teacher's Guide page 147.

Further practice

Unit 5 Story Worksheet (Teacher's Resource Centre)

Lesson 5 page 47

Objectives

To present and practise four new items of vocabulary using the Lesson 2 grammar.

To practise a short *Everyday English!* role play taken from the story in Lesson 4.

Language and structures

Active: *dance, jump, fly, catch; I can (dance). I can't (fly). Oh dear! Quick!*

Materials

Unit 5 flashcards; Class Audio; coloured pens

Warmer

- Play the recording or the video again to refresh students' memory of the story. 🎧 2-31

1 Listen and point. Say. 🎧 2-33

- Introduce the new words using the flashcards. Place them on the board, say the words and act out the actions for students to copy. Point to the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the pictures in their books. Play the recording again for students to listen, point and repeat the actions.

Transcript

dance, jump, fly, catch,
catch, dance, jump, fly

2 Sing. 🎧 2-34

- Play the song once through for students to listen.
- Play the song again, modelling actions (see Teacher's Guide page 140 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again. Students join in and do the actions. They can follow the lyrics on Class Book page 86.

3 Look, read and write. Listen and check. 🎧 2-35

- Show students the pictures and read the speech bubbles aloud together. Ask them to work with a partner to find the correct speech bubble for each picture and copy it into their notebooks.
- Play the recording for students to check their answers. Then feedback as a class by saying a number and asking students to say the sentence, e.g. **One.** (*I can dance.*)

TEACHING TIP In a less confident class, check the answers as you listen to the recording, pausing after each sentence for students to repeat and tell you the correct letter.

ANSWERS

1 I can dance. 2 I can jump. 3 I can't fly. 4 I can't catch.

Transcript

- 1 I can dance.
- 2 I can jump.
- 3 I can't fly.
- 4 I can't catch.

Fast finishers

- Fast finishers can draw a picture to illustrate one of the other sentences, e.g. *I can catch.*

Everyday English!: accidents

4 Listen and repeat. 🎧 2-36

- Play the recording for students to listen, then play it again, pausing after each line for students to repeat the phrases.

Transcript

- A Oh dear!
B Quick!

5 Act it out.

- Model the dialogue a few times with more confident students and a knocked over pot of coloured pens, for example.
- Ask pairs of students to practise the dialogue together, acting out the exchange. Monitor throughout.
- Tell students they can use this exchange whenever they cause an accident and need to quickly clean it up.

6 Say it and write it in Polish.

- Present the dialogue again and ask children to repeat in Polish and write the sentences in their notebooks.

Finisher

- Play *Musical flashcards*. See the Ideas Bank (Teacher's Guide page 135) for instructions. When you play the music, say **Dance!** Students dance around the room until you stop the music and give the next instruction.

Workbook page 38

For answers and scripts see Teacher's Guide page 147.

Further practice

Unit 5 Vocabulary and Grammar Worksheet 2
(Teacher's Resource Centre)

5 Lesson 6

CLIL Art

1 Listen and read. Match and say. (2:37)

1 I've got paper and a green pencil. I can **draw**.

2 I'm in my garden. I can **take photos**.

3 I can **make a sculpture**. It's a cat!

4 I've got paint, a brush and paper. I can **paint**.

2 Look and read. Say the missing word(s). Listen and check. (2:38)

1 This is Lily. She can ? at the beach.

2 This is Lily's sister. She can ? at the beach.

3 This is Lily's brother. He can ? at the beach.

4 This is Lily's grandpa. He can ? at the beach.

3 Think Tell your friend what you can do. Tell your class about your friend.

I can draw an elephant.

This is Agata. She can draw an elephant.

Our Values

We try hard.

Language He can paint. She can draw. draw, take photos, make a sculpture, paint

5 Revision

1 Listen and write the name. (2:39)

	✓	✓	✗	✗
	✗	✗	✓	✓
	✗	✓	✓	✗
	✓	✗	✗	✓

2 Sort the words and write sentences. Find the children in activity 1. (2:40)

1 dance. can I swim. can't 2 can't I dive. I can catch.

3 Make a dice. Play and say. I can cook.

4 Find these in Unit 5. Match and say.

I can ...

I can't ...

dive fly run shout take photos walk

STAR CHALLENGE UNIT 5

How many words can you write? Make sentences.

Are you a ...

Super Star! **Super Star!** **Super Star!**

Lesson 6 page 48

Objectives

- To present a CLIL concept (Art).
- To use a structure and vocabulary to express a CLIL concept.
- To talk about a value.

Language and structures

Active: paint, take photos, make a sculpture, draw; He/She can (paint). I can (draw).

Passive: This is Lily's (sister). beach, tell, class

Materials

Unit 5 flashcards; Class Audio

Warmer

- Play *Little by little* with the Unit 5 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions. Students start doing the action when they have guessed the card.

1 Listen and read. Match and say. (2:37)

- Ask students to look at the photographs, then play the recording and ask them to follow in their books. Give them a minute to match the speech bubbles with the pictures.
- Play part 1 again and ask **Where's the paper and the green pencil?** (d) Say **He can draw**. Ask students to repeat.
- Repeat with the remaining speech bubbles, asking students to repeat a sentence about each picture: *She can take photos, He can make a sculpture, She can paint*.

ANSWERS

1 d 2 c 3 b 4 a

Transcript

1 I've got paper and a green pencil. I can draw. 2 I'm in my garden. I can take photos. 3 I can make a sculpture. It's a cat! 4 I've got paint, a brush and paper. I can paint.

2 Look and read. Say the missing word(s). Listen and check. (2:38)

- Tell students the pictures show a family. Point to picture 1 and say **This is Lily**. Ask students to guess the other family members. Confirm the answers: **Yes, this is (Lily's sister)**.
- Ask students to work with a partner to decide which of the art techniques from activity 1 each person is doing.
- Read the captions aloud together, pausing at the missing word for students to say it.
- Play the audio to check the answers. Pause after each part for students to repeat the second sentence, e.g. *She can make a sculpture at the beach*.

ANSWERS

1 make a sculpture 2 draw 3 take photos 4 paint

Transcript

1 This is Lily. She can make a sculpture at the beach.
 2 This is Lily's sister. She can draw at the beach.
 3 This is Lily's brother. He can take photos at the beach.
 4 This is Lily's grandpa. He can paint at the beach.

3 Think Tell your friend what you can do. Tell your class about your friend.

- Ask students to think of something they can do using the words from activity 1. Read the first speech bubble as an example and give students an example of your own.
- Divide the class into pairs. Give students a minute to think, and then they tell their partner their sentence.

- Ask a girl for her sentence, and then present the girl to the rest of the class: **This is (Agata). She can (draw an elephant).** Repeat with a boy to model *He can...*
- Ask pairs to come to the front and present each other.

TEACHING TIP If students are likely to lose concentration listening to each other, turn this into a class game. Tell students they have to listen carefully and remember. As the pairs tell the class about each other, make a note of what they can do. Then, when they have finished, say, e.g. **(She) can (paint a clown).** Can students remember who the sentence is about?

Our Values

- Show the class the *Our Values* badge. Read out the value (*We try hard*) and ask students to give you examples in L1 of occasions when they had to try hard and persevere to do something, for example to learn a new skill.

Finisher

- Display the Unit 5 flashcards. Ask a child to take a card to show something they can do. Ask the class to make a sentence, e.g. *(He) can (swim)*. Repeat with other students.

Workbook page 39

For answers and scripts see Teacher's Guide page 147.

Further practice

Unit 5 CLIL Activity Worksheet (Teacher's Resource Centre)

Revision page 49

Objectives

To review the linguistic content of the unit

Language and structures

Active: *swim, run, cook, climb, sing, dive, catch, fly, dance, jump; I/He/She can (swim). I/He/She can't (cook).*

Passive: *sort, children, dice*

Materials

Unit 5 flashcards; Class Audio; Craft Worksheet Unit 5 Revision (Teacher's Resource Centre); scissors, glue, coloured pens

Warmer

- Play *Four in a row*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Listen and write the name. ⏮ 2•40

- Ask students to look at the table and say the words shown by the pictures: *dance, swim, catch*, etc.
- Point to each cell in Amy's row and say **Look at Amy. She can dance. She can swim. She can't catch. She can't climb.** Ask **Can she cook?** (No.) **Can she dive?** (Yes.)
- Tell students they are going to hear the students talking. They need to use the table to work out who is speaking.
- Do the first one together, playing the first sentence and asking **Boy or girl?** (Boy) **He can't swim.** Point to the third cell in the swim column and say **Mark can swim.** Point to

the fourth cell and say **Kyle can't swim. It's Kyle!** Children write the name, or just the initial, in their notebook.

- Play the rest of the recording, pausing for students to find and write each answer. Play it again to check the answers.

ANSWERS

1 Kyle 2 Amy 3 Mark 4 Amy 5 Lena 6 Kyle
7 Mark 8 Lena

Transcript

1 I'm a boy. I can't swim. 2 I'm a girl. I can dive.
3 I'm a boy. I can catch. 4 I'm a girl. I can't cook.
5 I'm a girl. I can't dance. 6 I'm a boy. I can climb.
7 I'm a boy. I can't climb. 8 I'm a girl. I can cook.

Extension activity

- Children work in pairs, taking turns to make sentences about the children in the table for their friend to say the name, e.g. *She can't climb. Amy!*

2 Sort the words and write sentences. Find the children in activity 1.

- Explain that there are two sentences in each box, one blue and one green. Children need to make one sentence with the green words and one with the blue words and write them in their notebooks. They then work out which of the students from activity 1 the sentences in each box relate to.

ANSWERS

1 I can swim. I can't dance. (Mark)
2 I can dive. I can't catch. (Amy)

3 Make a dice. Play and say.

- Hand out craft worksheets, scissors, glue and coloured pens. Ask students to colour and cut out the dice.
- Model how to make the dice by folding and gluing it.
- When students' dice are complete, ask them to work in pairs, taking turns to roll their dice and say *I can* or *I can't* with the action that appears at the top of the dice.

4 Find these in Unit 5. Match and say.

- Read through the words as a class. Ask students to find picture 1 on pages 42–43. Show them the speech bubble and ask them to make a sentence, e.g. *I can walk*.
- Students complete the activity as a class or in pairs.

ANSWERS

1 I can / can't walk. 2 I can / can't shout.
3 I can / can't run. 4 I can / can't dive.
5 I can / can't fly. 6 I can / can't take photos.

Star Challenge

- Ask the students to complete the *Star Challenge* individually and self-review their progress.

Finisher

- Sit in a circle. Throw a dice from activity 3 to a child. They catch it and say a sentence about themselves with the picture on top, e.g. *I can't cook*. They throw it to another child who makes another sentence, e.g. *I can dive*.

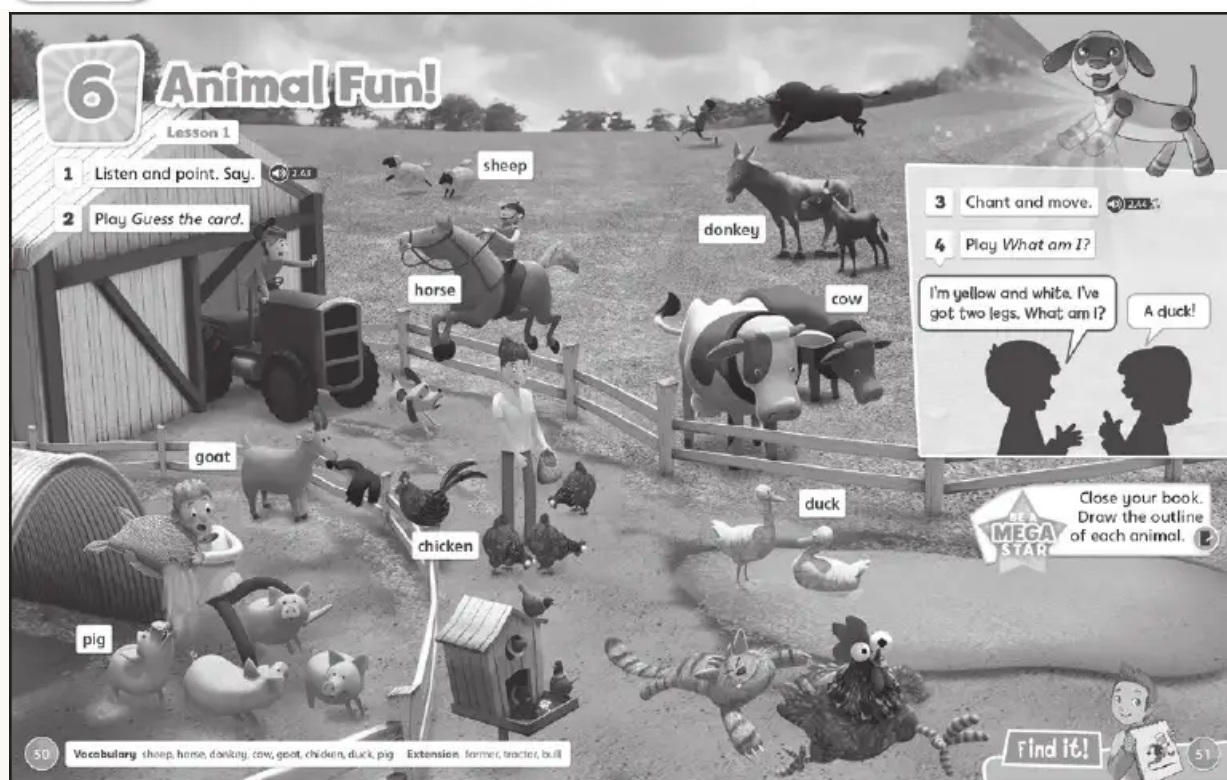
Workbook pages 40 and 72

For answers and scripts see Teacher's Guide page 148.

Further practice

Unit 5 Test (Teacher's Resource Centre)

6 Animal Fun!



Lesson 1 pages 50–51

Objectives

- To present and practise eight new items of vocabulary.
- To review vocabulary and grammar from previous units.

Language and structures

Active: *sheep, horse, donkey, cow, goat, chicken, duck, pig, run; I'm (yellow and white). I've got (two legs). What am I?*

Extension: *farmer, tractor, bull*

Passive: *outline, animal*

Materials

Unit 5 and 6 flashcards; Class Audio; coloured pens / pencils

Warmer

- Play *Change places* with the Unit 5 flashcards. See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Listen and point. Say. ⏮ 2:43

- Books closed. Introduce the new words using the flashcards. Hold up the flashcards and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point and repeat the words.
- Finally, point to the pictures in the book and ask the students to say the words.

Transcript

sheep, horse, donkey, cow, goat, chicken, duck, pig
duck, sheep, cow, goat, chicken, pig, donkey, horse

Extension activity

- Teach students the sounds of the animals: horse - *neigh*, donkey - *heehaw*, cow - *moo*, goat - *meh*, sheep - *baa*, pig - *oink*, chicken - *cluck*, duck - *quack*.
- Say one of the animals and ask students to make the noise. Repeat with the other animals. Then reverse the activity, so that you make one of the noises and ask students to say the animal.
- Choose individual students to make a noise for the rest of the class to say the animal.

21ST CENTURY SKILLS Creativity and innovation

Students use different techniques in order to help memorize new vocabulary.

2 Play *Guess the card*.

- See the Ideas Bank (Teacher's Guide page 135) for instructions.

TEACHING TIP To speed up the game, you can give clues, e.g. *It's brown*.

3 Chant and move. ⏮ 2:44

- Play the chant through once, pointing to the flashcards, for students to listen.

- Ask eight students to come to the front and give each one a flashcard. Play the chant again. Ask students with flashcards to arrange themselves in the order the animals are mentioned in the chant. Thank the students and keep the flashcards displayed in order.
- Divide the class into two groups. Play the chant again. One group says *Listen. What am I?* and joins in with the sound effects. The other group chants the answering line, e.g. *A cow! A cow!* Swap the groups and repeat.

Transcript

Listen. What am I?
A cow! A cow!
Listen. What am I?
A horse! A horse!
Listen. What am I?
A donkey! A donkey!
Listen. What am I?
A duck! A duck!

Listen. What am I?
A pig! A pig!
Listen. What am I?
A goat! A goat!
Listen. What am I?
A chicken! A chicken!
Listen. What am I?
A sheep! A sheep!

4 Play *What am I?*

- Say *I'm yellow and white. I've got two legs. What am I?* Encourage students to look at the picture and guess the animal (*a duck*). Repeat with a few more animals before dividing students into pairs or groups to play. They take turns to describe an animal and guess.

TEACHING TIP Students can extend the guessing game to include the other animals they know (*dog, cat, bird*). They can also give clues by saying what the animals can and can't do, e.g. *I can jump. I can't fly.*

Be a Megastar: Close your book. Draw the outline of each animal.

- Ask students to close their books and quickly sketch the outlines of all the animals they can remember. Encourage them to use the colour of the animal, e.g. pink for the pig.
- Set a time limit of five minutes and see how many animals students can draw in this time. Praise them for all the animals they remembered and explain that using colour and pictures can help them to learn new words.

Fast finishers

- Ask fast finishers to draw the outlines of any other animals they know.

Extension activity

- When students have practised writing the words in the Workbook, they can write the name of each animal within each outline they drew. Ask them to check their spelling with the Class Book.

Self-review

- Ask students to take out red, orange, and yellow coloured pens / pencils (or cards, if they have them). Tell them that red means *Great*, orange means *Good* and yellow means *OK*. Ask students to hold up the colour which shows how well they think they can remember the new words.

Find it!

- Point to Jack's notebook and ask students what action they can see (*run*). Ask them to find someone running in the main picture. (On page 51: the man is running away from the bull. The chicken is also running away from the cat. Accept both answers.)

EXTENSION VOCABULARY If you introduce these words, point to the pictures in the book, say and ask the students to point and repeat. Encourage students to use these words orally as the unit progresses.

Mixed ability

- To provide extra challenge for more confident students, they can play a true/false game with a partner. One child says *There are (four pigs)* and the other counts and says *True* or *False*.
- Use the picture in the book to teach the extension vocabulary: *farmer, tractor* and *bull*. Ask students to record or write the words in their notebooks using pictures or translations.
- Less confident students can work in pairs to review the vocabulary from this lesson by making animal noises for their partner to guess.

Culture

- You can use the *At the Farm* culture video at this point, or during the Unit 6 Revision lesson on page 56 if you prefer. You will find a worksheet practising the language from the video in the Teacher's Resource Centre.

Finisher

- Play *Musical flashcards* with the Unit 5 and 6 flashcards. See the Ideas Bank (Teacher's Guide page 135) for instructions.

Workbook pages 41 and 70

For answers and scripts see Teacher's Guide page 148.

Further practice

Unit 6 Vocabulary and Grammar Worksheet 1,
Culture 2 Video Worksheet (Teacher's Resource Centre)

Lesson 2

1 Listen and read. Say. 2:45

Learn grammar with Lucy and Jack

A duck can swim. Can it fly? Yes, it can.

Can a cow fly? No, it can't!

2 Look and read. Listen and write the animal. 2:45

	It can fly.	It can't fly.
bird cat dog duck		
It can dive.		
It can't dive.		

3 Think. Work with a friend. Where do these animals go in the table?

pig chicken goat horse

Can a pig fly? No, it can't. Can it dive? Yes, it can.

4 Choose two more words and draw a new table.

jump run sing climb swim

52 Grammar Can a cow swim? Can it fly? Yes, it can. No, it can't. It can swim. It can't fly.

Lesson 3

1 Sing. 2:45

2 Read and find. Say the missing words.

Can a ? cook?
Can a ? fly?
Can a ? catch?
Can a ? climb?
Can a ? dive?
Can a ? walk?
Can a ? shout?
Can a ? sing?

3 Make an animal quiz machine! Play and say.

Can a pig dance? No, it can't!

Song lyrics Page 86 English at home Sing the song 53

Lesson 2 page 52

Objectives

To present a new grammar structure.

To practise the new grammar structure with the Lesson 1 vocabulary.

Language and structures

Active: (A duck) *can (swim)*. *Can (a cow) (fly)? Yes, it can. No, it can't. It can (dive). It can't (fly); sheep, horse, cow, donkey, goat, pig, chicken, duck, cat, dog*

Passive: *table*

Materials

Unit 6 flashcards; Class Audio; coloured pens; Unit 5 flashcards

Warmer

- Play the chant from Unit 6 Lesson 1 page 51 2:44 for students to listen and join in if possible.

1 Listen and read. Say. 2:45

- Point to the picture and ask students to say the animals.
- Play the recording for students to listen, then play it again and encourage students to repeat the grammar structure. Write on the board: *Can a duck fly? / Can it fly? A duck can fly. / It can fly.* Explain that the noun, e.g. *a duck*, can be replaced by *it* when we know what we are talking about.
- Put the animal flashcards on the board, eliciting the words as you go. Then point to animals and ask **Can a (chicken run)?** (Yes, it can.) **Can it (shout)?** (No, it can't.) If students aren't sure of the answer, ask them to guess.

Transcript

Jack A duck can swim. Can it fly? **Lucy** Yes, it can.

Jack Can a cow fly? **Lucy** No, it can't!

Extension activity

- Divide the class into two teams, A and B. Place an animal flashcard on the board. Write *Can it ...?* and put an action flashcard before the question mark. Team A asks the question, e.g. *Can it jump?* Team B answers *Yes, it can* or *No, it can't*. If they answer correctly they win a point. Replace the flashcards for Team B to lead the game.

2 Look and read. Listen and write the animal. 2:46

- Books closed. Draw the outline table from activity 2 on the board and write the headings: *It can fly. It can't fly. It can dive. It can't dive.* Take the duck flashcard and ask **Can it fly?** (Yes, it can.) **Can it dive?** (Yes, it can.) Ask students to work out where to place it in the table, helping if necessary.
- Books open. Ask students to match the pictures in the table to the words in the box, asking **What is it?** (It's a dog). Ask questions about all the animals, e.g. **Can (a cat fly)?** No, it can't.
- Tell students they are going to hear questions and answers and they need to work out the animal from the table and write it in their notebooks. Play the recording, pausing to give students time to find the answer.

ANSWERS

1 bird 2 dog 3 cat 4 duck

Transcript

1 Can it dive? No, it can't. Can it fly? Yes, it can.

2 Can it dive? Yes, it can. Can it fly? No, it can't.

3 Can it dive? No, it can't. Can it fly? No, it can't.

4 Can it dive? Yes, it can. Can it fly? Yes, it can.

3 **Think** Work with a friend. Where do these animals go in the table?

- Ask students to look at the first animal. Ask **What is it?** (It's a pig.) **Can a pig fly?** (No, it can't.) **Can it dive?** (Yes, it can.) Ask students to tell you where it goes in the table by naming the animal already in that square (dog).
- Students work in groups to complete the activity.

TEACHING TIP Remind students that if they're unsure, they can say *Let's check*. If no-one in the group knows, they can ask you, e.g. *Can a chicken dive?*

- Check the answers as a class, adding the animals to the table on the board. Are students surprised by any answers?

ANSWERS

Pig, goat, horse: It can't fly. It can dive.

Chicken: It can fly. It can't dive.

4 Choose two more words and draw a new table.

- Draw an outline table on the board for students to copy. Divide the class into groups and ask them to choose two verbs from the list. They label the sections in their table using the sentences with the verbs, e.g. *It can jump. It can't jump. It can run. It can't run.*
- Ask students to work in their groups to draw or write animals they know in their new table.

TEACHING TIP You and the students can check together about any information they're unsure of by typing the question into a search engine, e.g. *Can (a pig) climb?* However, internet sources can be contradictory, so be prepared for disagreements!

Finisher

- Play a guessing game. Hold a flashcard so that students can't see it. Students ask questions, e.g. *Can it (fly)?*
- After each *Can it ...?* question students can make a guess, e.g. *Is it a (horse)?* The first child to guess correctly chooses another flashcard to answer questions about.

Workbook page 42

For answers and scripts see Teacher's Guide page 148.

Lesson 3 page 53

Objectives

To sing a song using the Lesson 1 vocabulary and the Lesson 2 grammar.

To work on pronunciation /g/.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *Can (a pig) (cook)? Yes, it can. No, it can't. A cow can dance; sheep, horse, cow, donkey, goat, pig, chicken, duck; actions, numbers*

Passive: *calypso, quiz machine*

Materials

Unit 6 flashcards; Class Audio; Unit 5 flashcards; Craft Worksheet Unit 6 Lesson 3 (Workbook page 77); coloured pens, completed animal quiz machine

Warmer

- Play *Fast flashcards*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Sing. 2•48

- Model the /g/ sound for students to repeat.
- Play the song. Students point to the animals in the picture. Ask **Can a cow dance?** (According to the song, yes!) Tell them that *calypso* is a style of music from the Caribbean.
- Play the song again, modelling actions for the song (see Teacher's Guide page 140 for song lyrics and suggested actions) and encouraging students to copy.
- Play the song again. Ask students to sing along, using the lyrics on Class Book page 86. Ask students to identify the animal that starts with the /g/ sound.

TEACHING TIP You can put flashcards on the board in pairs to help students who are less confident with reading to sing the song, e.g. pig/cook, goat/fly. For the fish, either draw a picture or use the flashcard from Level 1, Unit 7.

2 Read and find. Say the missing words.

- Students work in pairs to read the text in the panel and supply the missing words, using the picture to help them.
- Feedback the answers as a class, writing them on the board, before playing the song again to check.

ANSWERS

pig, goat, chicken, duck, horse, fish, donkey, sheep

3 Make an animal quiz machine! Play and say.

- Tell students that they are going to make an animal quiz machine like the one in the picture. Give out the craft worksheets, coloured pens and scissors. Ask students to colour the animal pictures and cut out the square.
- Fold the quiz machine together as a class. (If you are unsure, search for 'How to fold a fortune teller' online and you will find photographic instructions and videos!)
- Ask students to tidy up before they use their machines.
- Put students into pairs. Students take turns to choose a number, e.g. 6. They count and move their fingers back and forth that number of times. Their partner chooses an animal, e.g. *pig*. The first lifts up the pig picture and asks a question using the verbs given, e.g. *Can a pig dance?* Their partner answers accordingly: *No, it can't.*

Finisher

- Place the Unit 5 and 6 flashcards face down in two piles. Show the top flashcard from each pile and ask students to make a sentence, e.g. *A horse can't cook*. Continue with the next flashcard in each pile. Students can play in teams.

English at home

- Students can sing the song to their families at home. They can also take home their quiz machine to show their family.

Workbook page 43

For answers and scripts see Teacher's Guide page 148.

Lesson 4

A Funny Animal

1 Listen and read. Act. Think Talk about the story.

1 Look! A squirrel!

Wow!

What's your favourite animal?

A bat! A bat can fly.

3 Hey! Look at me! I can ...

Can a frog jump? Yes, it can ...

5 Can a fox run?

Yes, it can!

6 It's Megabyte! You're MY favourite animal!

Song! Lesson 5

1 Listen and point. Say. **2 Sing.**

1 bat

2 squirrel

3 frog

4 fox

3 Read and match. Write the answers. Yes, it can. No, it can't.

1 Can a fox fly?

2 Can a squirrel jump?

3 Can a frog swim?

4 Can a bat run?

a

b

c

d

Everyday English!

4 Listen and repeat.

5 Act it out.

6 Say it and write it in Polish.

What's your favourite animal?

A horse!

Vocabulary bat, squirrel, frog, fox

Song lyrics Page B6 55

Lesson 4 page 54

Objectives

To develop comprehension skills and preview new vocabulary in the context of the story.

Language and structures

Active: squirrel, bat, frog, fox, jump, run, fly; A (bat) can (fly). Can a (frog jump)? Yes, it can. What's your favourite animal? A (bat).

Passive: Look at me! Wow! You're my favourite animal.

Materials

Unit 6 flashcards; Class Audio

Warmer

- Play the song from Unit 6 Lesson 3 page 53 2:48 for students to listen and join in with, miming the actions.

1 Listen and read. 2:50

- Pre-reading: Point to the first frame of the story and ask students who they can see (Jack, Lucy, Ellie and Megabyte) and what clothes they can see (shorts, trousers, T-shirt).
- Reading: Play the recording or the video. If you are using the recording, encourage students to point to the correct pictures and follow the speech bubbles as they listen.
- After reading: Play the recording again ask students questions about each frame. 1 What animal can you see? (A squirrel!) 2 What's Megabyte doing? (Watching the squirrel do tricks on the washing line.) 3 Why is Megabyte falling? (He tried to copy the squirrel.) 4 What's Megabyte doing? (Jumping out of the pond.) 5 What's Megabyte doing? (Running through the leaves.) 6 Who is Lucy's favourite animal? (Megabyte)

Story A Funny Animal

Lucy Look! A squirrel!

Ellie & Jack Wow!

Megabyte Pff!

Lucy What's your favourite animal?

Jack A bat! A bat can fly.

Megabyte Hmmph! ... Hey! Look at me, I can ... arghhh!

Lucy Can a frog jump?

Jack Yes, it can ...

Ellie Can a fox run?

Jack Yes, it can!

Lucy It's Megabyte! You're MY favourite animal!

Act.

- Divide the class into groups of four to act out the story. Allow students time to practise in their groups, then invite groups to act out the story for the class.

Think Talk about the story.

- Ask students if they like the story; you can get them to rate it out of ten and vote for their favourite character.
- Ask students if they have seen any of the animals in the story. Ask students their favourite animals.

Finisher

- Play *Who says this?* Choose a character and read one of their speech bubbles, e.g. **Can a fox run?** Students guess the character, e.g. *Ellie*. Choose a child who guessed correctly to choose another speech bubble to read.

Workbook page 44

For answers and scripts see Teacher's Guide page 148.

Further practice

Unit 6 Story Worksheet (Teacher's Resource Centre)

Lesson 5 page 55

Objectives

To present and practise four new items of vocabulary using the Lesson 2 grammar.

To practise a short *Everyday English!* role play taken from the story in Lesson 4.

Language and structures

Active: *bat, squirrel, frog, fox, jump, run, fly, swim; Can it (fly)? Yes, it can. No, it can't. What's your favourite animal? A (horse).*

Materials

Unit 6 flashcards; Class Audio

Warmer

- Play the recording or the video again to refresh students' memory of the story. 🎧 2•50

1 Listen and point. Say. 🎧 2•52

- Introduce the new words using the flashcards. Hold up the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the pictures in their books. Play the recording again for students to listen, point and repeat the words.
- Call out an animal from the story, i.e. *frog, squirrel, bat, fox*. Ask the class to find the words on page 54.

Transcript

bat, squirrel, frog, fox fox, frog, squirrel, bat

2 Sing. 🎧 2•53

- Play the song once through for students to listen.
- Play the song again, modelling actions (see Teacher's Guide page 140 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again. Students join in and do the actions. They can follow the lyrics on Class Book page 86.

TEACHING TIP If students struggle to sing the whole song, divide the class into five groups. One group sings *What's your favourite animal?* Give the other groups one of the Lesson 5 flashcards (bat, squirrel, frog or fox) and have them hold it up and join in with their line. Swap the cards around and repeat.

21ST CENTURY SKILLS Creativity and innovation

Students learn how to express ideas through music.

3 Read and match. Write the answers.

- First ask students to read the questions and match them to the pictures of the animals, writing the number and the letter in their notebooks. They then write the answers to the questions.
- Students can then check their answers with a partner, taking turns to ask a question for their friend to answer.
- Check the answers as a class.

TEACHING TIP To practise writing the question, students can copy it into their notebook before writing the answer.

ANSWERS

1b Can a fox fly? No, it can't.

2d Can a squirrel jump? Yes, it can.

3a Can a frog swim? Yes, it can.

4c Can a bat run? No, it can't.

Fast finishers

- Ask fast finishers to choose one of the animals and write another question about it for a friend to answer.

Everyday English!: favourite animals

4 Listen and repeat. 🎧 2•54

- Play the recording for students to listen, then play it again, pausing after each line for students to repeat the phrases.

Transcript

A What's your favourite animal?

B A horse!

5 Act it out.

- Model the dialogue a few times with more confident students. If students' favourite animal is one they have not yet learnt, teach them the word in English.
- Ask students to stand up and move around. Play some music or the *My Favourite Animal* song 🎧 2•53. Pause the music and ask students to stop and turn to the person next to them. They take turns asking *What's your favourite animal?* and answering. Repeat until students have had plenty of opportunities to practise the exchange.
- Tell students they can use this question whenever they want to ask about a person's favourite things. Get students to suggest other questions they might ask, e.g. *What's your favourite colour/food?*

Extension activity

- Give students a piece of paper and ask them to draw a picture of their favourite animal. They write three sentences about it using *can* and *can't*. Students can show their pictures to the rest of the class and talk about their animal. Display them on the wall or allow students to take them home to show their parents.

6 Say it and write it in Polish.

- Present the dialogue again and ask children to repeat in Polish and write the sentences in their notebooks.

Finisher

- Play *What number is it?* See the Ideas Bank (Teacher's Guide page 134) for instructions.

Workbook page 45

For answers and scripts see Teacher's Guide page 148.

Further practice

Unit 6 Vocabulary and Grammar Worksheet 2
(Teacher's Resource Centre)

6 Lesson 6

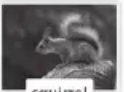
CLIL

Science

1 Listen and read. 2:55 **2 Look and say.** A snake is a reptile.

We can sort animals into groups.
 A frog is an **amphibian**.
 A fox is a **mammal**.
 A duck is a **bird**.
 A tortoise is a **reptile**.
 Can you sort these animals?



3 Think Read the questions. What do you think?

1 Can all birds fly? 2 Is a bat a bird? 3 Can all amphibians swim?

4 Look and read. Match the answers to the questions in activity 3.





Yes. Amphibians can swim and walk. No. This bird can't fly, but it can swim! No. A bat can fly, but it isn't a bird. It's a mammal.

5 Choose one group of animals and make a poster.

56 Language A fox is a mammal. Can all birds fly? amphibian, mammal, bird, reptile, newt

6 Revision

CLIL

Science

1 Listen and follow. Write the animal. 2:55

Can it fly?

Yes, it can. No, it can't.

Can it run? Can it dive?

Yes, it can. No, it can't. Yes, it can. No, it can't.

chicken bat frog donkey

2 Sort the words and write sentences. Look at activity 1 and find the animals.

fly can it it dive can't can't it run fly can it

3 Play the game and say.

4 Find these in Unit 6. Match and say.

Can a ... swim / fly / climb?

Yes, it can. / No, it can't.

cow duck fox goat pig squirrel

1 2 3 4 5 6

5 How many words can you write? Make sentences.

Are you a ...? Yes, I am. No, I'm not.

57

Lesson 6 page 56

Objectives

To present a CLIL concept (Science).

To use a structure and vocabulary to express a CLIL concept.

Language and structures

Active: *amphibian, mammal, bird, reptile, newt; frog, fox, duck, tortoise, snake, chicken, squirrel, bat; A (fox) is a (mammal). Can all (birds fly)?*

Passive: *questions, group*

Materials

Unit 6 flashcards; Class Audio; poster paper, coloured pens

Warmer

- Play *Little by little*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and read. 2:55

- Ask students to look at the four photographs to the right of the text and name the animals. Then play the recording and ask them to follow in their books.
- Say the bold words (*amphibian, mammal, bird, reptile*) for students to repeat. Explain that these are some of the groups we use to sort animals. Ask if they can work out from the example animals what the words are in their L1.
- Get students to tell you what they know about the different groups in L1, then see what they can say in English, providing new vocabulary where necessary. For example, a mammal has got hair and either four legs or two legs and two arms; a bird has got feathers; etc.

TEACHING TIP This approach can be motivating and productive as it creates a need for language. Students want to communicate their knowledge; you supply the language. This also provides excellent practice of communication skills; remind students of phrases such as *How do you say ... in English?*

Transcript

We can sort animals into groups. A frog is an amphibian. A fox is a mammal. A duck is a bird. A tortoise is a reptile. Can you sort these animals? Snake. Chicken. Newt. Squirrel.

2 Look and say.

- Ask students to look at the bottom row of pictures (snake, chicken, newt, squirrel). Say the words for them to repeat.
- Students can work in pairs or small groups to decide which group they think each animal belongs to. Show them the example, *A snake is a reptile*. Remind them to use *an* before *amphibian*. Check the answers, asking students to give reasons, e.g. *It isn't a mammal. It hasn't got four legs*.

ANSWERS

A snake is a reptile. A chicken is a bird. A newt is an amphibian. A squirrel is a mammal.

3 Think Read the questions. What do you think?

- Read the questions together as a class, explaining the meaning of *all*. Give students time to discuss the questions in L1 in their groups and decide on a Yes or No answer for each question. Don't confirm the answers at this stage.

TEACHING TIP If you think students will look ahead to the answers in activity 4, you can ask them to close their books and write the questions on the board!

4 Look and read. Match the answers to the questions in activity 3.

- Read the answers together as a class. Students match them to the questions in activity 3. How many did they get right?

ANSWERS

Can all birds fly? No. This bird can't fly, but it can swim!
Is a bat a bird? No. A bat can fly, but it isn't a bird. It's a mammal.
Can all amphibians swim? Yes. Amphibians can swim and walk.

5 Choose one group of animals and make a poster.

- Divide the class into groups. Each group chooses a group of animals (amphibians, mammals, birds or reptiles).
- Students can use books and the internet to gather information and images. They then make a poster with pictures and text. Write useful structures on the board, e.g. *A (mammal) has got (hair). This is a (horse). It's a (mammal). It's got (four legs). It can (jump). It can't (fly).*

Finisher

- Sit in a circle. Give animal flashcards to different students and have them pass them around while you play music. Stop the music and ask students with cards to hold up the card and say *This is a (cow). It's a (mammal).*

Workbook page 46

For answers and scripts see Teacher's Guide page 149.

Further practice

Unit 6 CLIL Activity Worksheet (Teacher's Resource Centre)

Revision page 57

Objectives

- To review the linguistic content of the unit
- To talk about a value.

Language and structures

Active: *sheep, horse, cow, donkey, goat, pig, chicken, duck, frog, fox, squirrel, bat, Can it (fly)? Yes, it can. No, it can't. (A frog) can/can't (fly).*

Passive: *We are good losers.*

Materials

Unit 5 and 6 flashcards; Class Audio; Craft Worksheet Unit 6 Revision (Teacher's Resource Centre); dice, counters, coloured pens

Warmer

- Play *Odd one out* with flashcards from Unit 5 and 6. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and follow. Write the animal. 2-58

- Tell students they are going to hear three dialogues and they have to work out the animals. Ask them to put their finger next to the question at the top and move it down as they listen to the recording. Model the first item.
- Play the recording again, pausing to check the answers.

ANSWERS

1 bat 2 donkey 3 chicken

Transcript

- 1 What's your favourite animal? Guess! Erm, can it fly? Yes, it can. Can it run? No, it can't.
- 2 Can you guess my favourite animal? Can it fly? No, it can't. Can it dive? No, it can't.
- 3 What's my favourite animal? Can it fly? Yes, it can. Can it run? Yes, it can.

Extension activity

- In pairs, students take turns to choose one of the animals from activity 1 without telling their partner what it is. Their partner asks the questions and follows the answers to find the animal.

2 Sort the words and write sentences. Look at activity 1 and find the animals.

- Students use the green words in each box to make one sentence, and the blue words to make another. They write the sentences in their notebooks, then work out which of the animals from activity 1 they describe.

ANSWERS

It can dive. It can't fly. (frog) It can fly. It can't run. (bat)

Our Values

- Show the class the *Our Values* badge. Read out the value (*We are good losers*) and discuss why it is important to enjoy the game no matter if you win or lose.

3 Play the game and say.

- Hand out the craft worksheets and ask students to colour them in. Assist and ask, e.g. **What is it? Can it fly?**
- Put students into groups of 3–4. Give each group a dice and counters. Students take turns to play. If they land on an empty space, they don't say anything. If they land on an animal, they say the name e.g. *It's a (sheep)*. They can progress with the arrow only if they say a correct *can/can't* sentence e.g. *It can (jump)*. If they cannot they must stay and wait for the next turn.

4 Find these in Unit 6. Match and say.

- Ask students to find picture 1 on pages 50–51. Ask them to use the blue speech bubble to make a question for their partner to answer, e.g. *Can a cow swim?* They complete the activity in pairs.

ANSWERS

1 cow 2 goat 3 pig 4 squirrel 5 fox 6 duck

Star Challenge

- Ask the students to complete the *Star Challenge* individually and self-review their progress.

Finisher

- Play *What card is it?* with the Unit 6 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions. Give students clues by saying what the animal can/can't do.

Workbook pages 47 and 72

For answers and scripts see Teacher's Guide page 149.

Further practice

Unit 6 Test (Teacher's Resource Centre)

Culture 3

Garden Visitors

Unit 5
Unit 6

1 Listen and point. Say. 10 261

1



hedgehog

2



rabbit

3



butterfly

4



snail

5



mouse

6



bee

2 Think Choose an animal. Ask and answer.

fly run jump swim climb

Can a hedgehog fly?

No, it can't!

4 Look and say. 10 262

There's a butterfly.



There are lots of animals in my garden. In the daytime you can see bees and butterflies.



Look, there's a mouse, too! A mouse can't fly, but it can climb and it can jump.

Now it's night time. There's a fox and a hedgehog, and there's a snail! A snail can't run, but it can climb.





3 Look, count and write. 10 263



There are two mice.

mice frogs
foxes snails
butterflies bats
bees squirrels
hedgehogs
rabbits birds

11 mouse → 2 mice

5 Think Compare garden visitors in Poland and in the UK.

6 Draw your favourite garden visitor. Talk about your picture.

This is my favourite garden visitor. It's a butterfly. It can't run, but it can fly.



Project

My favourite garden visitor

58

Language A snail can't run, but it can climb. hedgehog, rabbit, butterfly, snail, mouse, bee

59

Garden Visitors

Objectives

To present and practise six new items of vocabulary.

To think about animals we see in our gardens.

To review language from previous units.

Language and structures

Active: hedgehog, rabbit, butterfly, snail, mouse/mice, bee, fox, frog, bat, squirrel, bird, actions; A (snail) can't (run), but it can (climb).

Passive: *visitor, daytime, night time*

Materials

Class Audio; coloured pens, Unit 5 and 6 flashcards, Culture 3 words (*hedgehog, rabbit, butterfly, snail, mouse, bee*) written on cards

Warmer

- Play *Yes or no* with the Unit 6 flashcards. See the Ideas Bank (Teacher's Guide page 135) for instructions.
- Ask students what animals they can see in the local neighbourhood. Talk about places they might see wildlife, e.g. in a park or garden.

1 Listen and point. Say. 2.61

- Introduce the new words. Point to the pictures and say the words for students to repeat.

- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point, and repeat the words.
- Put students into pairs. Ask them to take turns saying one of the words for their partner to listen, point to and repeat.
- Ask students which of the animals they have seen, either locally, or for example when they have been on holiday.

Transcript

hedgehog, rabbit, butterfly, snail, mouse, bee
bee, butterfly, hedgehog, mouse, rabbit, snail

2 **Think** Choose an animal. Ask and answer.

- Demonstrate the activity by saying **Look at the mouse. Can it run? Can it fly? Look at the hedgehog. Can a hedgehog fly?** Encourage students to answer *Yes, it can* or *No, it can't*.
- Divide the class into pairs and ask each child to choose an animal from activity 1 to ask their partner questions about.

3 Look, count and write.

- Point to the picture of the garden. Ask students, ***What animals can you see?*** (e.g. squirrels, foxes, hedgehogs, rabbits, etc.)
- Point to the words in the box. Practise saying them with the class whilst pointing to the animals in the picture. Tell students that instead of saying *mouses* in English for more than one mouse, we say *mice*.
- Point to the word *mice* and ask ***How many mice are there?*** Count them with the students, i.e. **1, 2!** (One in the

tree and one on the wall.) Say **Yes, there are two mice.** Show the students the example sentence ask them to copy into their notebooks.

- Repeat the process above with frogs, counting them as a class and writing the sentence on the board for students to copy.
- Ask students to count the rest of the animals and write sentences independently. They can then check their answers with their partner by saying *There are (two rabbits).*
- Ask confident students to read their sentences to the class in order to check the answers.

TEACHING TIP Some students can write the numeral instead of the number words, or just the number and the animal, e.g. *2 mice*.

ANSWERS

There are ... two mice; four frogs; two foxes; two snails; six butterflies; three bats; eight bees; four squirrels; three hedgehogs; two rabbits; two birds.

4 Look and say.

- Ask students to look at the photographs. Ask them **What can you see?** Elicit the names of the animals (*butterfly, mouse, fox, hedgehog, snail*).

5 Listen and read. Which animal can jump? 🎧 2-62

- Give students a chance to look at the text next to each picture and then follow it as you play the recording.
- Ask students which animal can jump, according to the text (*a mouse can jump*).
- Ask students if they can work out the meaning of *daytime* and *night time* using the pictures and context. Discuss the fact that some animals are active in the day time and others (e.g. foxes, hedgehogs, bats) come out at night.

Transcript

There are lots of animals in my garden. In the daytime you can see bees and butterflies.

Look, there's a mouse, too! A mouse can't fly, but it can climb and it can jump.

Now it's night time. There's a fox and a hedgehog, and there's a snail! A snail can't run, but it can climb.

Think Compare garden visitors in Poland and in the UK.

- Tell students about garden wildlife in the UK (see Culture Note, below). Ask students about Poland, e.g. **Are there (foxes)?** Ask students who have access to gardens to tell you what animals visit them, providing any new vocabulary as necessary.
- Discuss what people can do to make their gardens more attractive to wildlife, e.g. growing flowers for insects, putting food out for birds, having a pond to attract birds and animals and provide a habitat for amphibians.

CULTURE NOTE Most houses in the UK have a garden, and many have a front and back garden. Many gardens have a grass lawn and flowerbeds, and lots of people also grow vegetables to eat.

Gardening is a popular leisure activity, and there is increasing interest in gardening to attract wildlife, such as birds and butterflies. Lots of people have bird feeders in their gardens.

Common garden wildlife includes bees, butterflies and snails – often unpopular with gardeners because they eat tender plants! Foxes are now common in urban areas, but hedgehog populations are declining because of habitat loss and the danger from cars. Grey squirrels are common throughout most of the UK, and the rarer red squirrel can be found in a few locations.

6 Draw your favourite garden visitor. Talk about your picture.

- Say **My favourite garden visitor is a (hedgehog).** Ask students **What's your favourite garden visitor?** Take ideas from the class, e.g. *butterfly* or as a sentence *My favourite garden visitor is a (butterfly).*
- Ask students to look at the example picture in their books and read the text in the speech bubble together.
- Tell students to draw a picture of their favourite garden visitor. They can label the animal with its name, using the Class Book to check their spelling.
- When students have finished, ask them to present their pictures to each other in groups or as a class.
- After the show-and-tell session ask **How many (snails) are there?** Count the (snails) on the students' pictures as a class, 1, 2, 3, 4, 5, 6, and say together *There are 6 (snails)* or simply *6!* Repeat with the other animals and pictures.

Extension activity

- In a more confident class, or for fast finishers, ask students to label their picture or write sentences about their picture. Write the text from the speech bubble on the board with some of the words underlined: *This is my favourite garden visitor. It's a butterfly. It can't run, but it can fly.* Explain to students that they can copy the text but change the underlined words to match their own picture. Look at each underlined word and ask them for examples of other words that could replace it (e.g. *butterfly* could be replaced with *fox, hedgehog*, etc.).

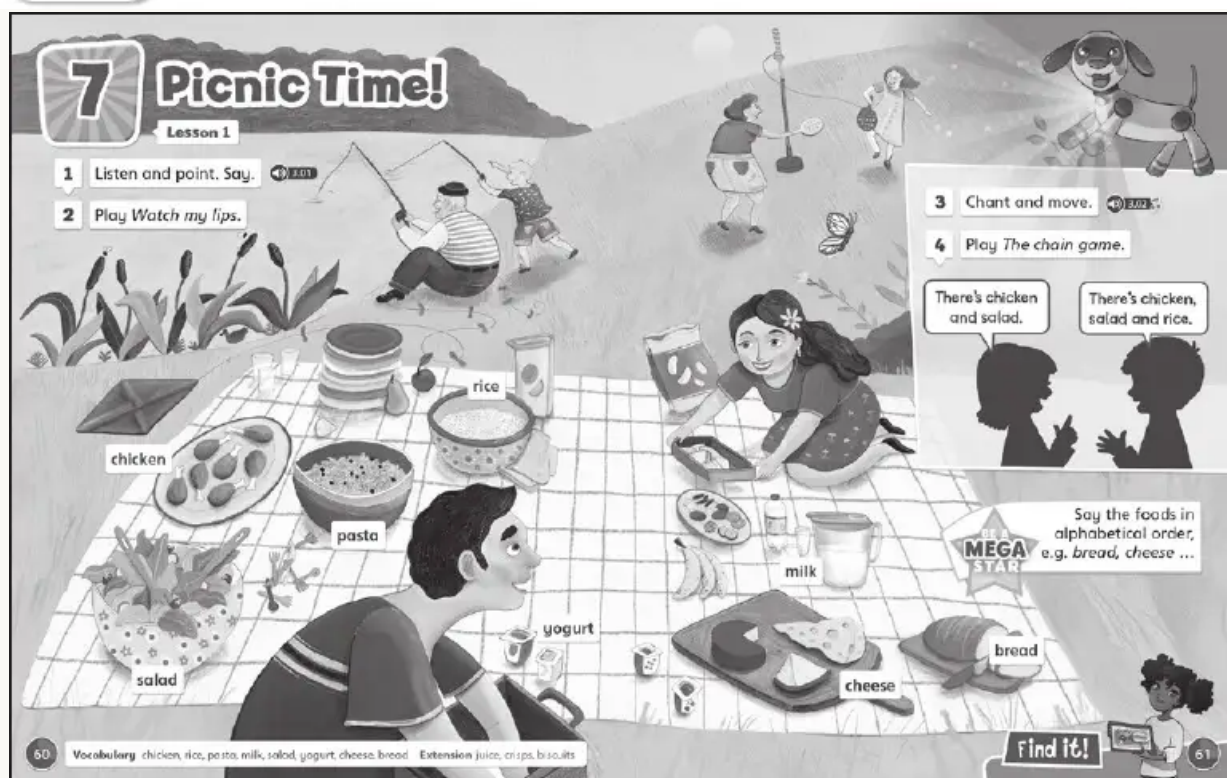
21ST CENTURY SKILLS Communication

Students communicate the same information in different ways: drawing pictures, speaking and writing.

Finisher

- Play *Mime the word* with animal words. See Ideas Bank (Teacher's Guide page 134) for instructions.

7 Picnic Time!



Lesson 1

pages 60–61

Objectives

To present and practise eight new items of vocabulary.
To review vocabulary and grammar from previous units.

Language and structures

Active: chicken, rice, pasta, milk, salad, yogurt, cheese, bread, duck; *There's (chicken) and (salad).*

Extension: juice, crisps, biscuits

Passive: picnic, alphabetical order

Materials

Unit 7 flashcards; Level 1, Unit 2 flashcards; Class Audio; Alphabet poster; basket and small blanket, toy food (optional); coloured pens / pencils

Warmer

- Play *Little by little* to review fruit vocabulary using flashcards from Level 1, Unit 2. See the Ideas Bank (Teacher's Guide page 134) for instructions.
- Ask questions about the flashcards, e.g. **What colour is it? Do you like (apples)? What's your favourite fruit?**

1 Listen and point. Say. 3:01

- Books closed. Introduce the new words using the Unit 7 flashcards. Place the flashcards in a basket and under a

small blanket to help describe *picnic*. Say **It's picnic time! What can we eat?**

- Take out the flashcards and place them on the board. Point to the flashcards and say the words for the students to repeat.
- Books open. Ask students to look at the picture and say what season it is (*summer*) and how they know (*it's sunny and hot*). What fruit can they see? (*An apple, a pear, three bananas*.) Talk about what the people in the picture are wearing. Play the recording for students to listen and point to the food in the picture. Play the recording again for students to listen, point and repeat the words.

TEACHING TIP You can use toy food instead of the flashcards if you have it.

Transcript

chicken, rice, pasta, milk, salad, yogurt, cheese, bread
rice, bread, chicken, pasta, milk, salad, cheese, yogurt

Extension activity

- Place the Unit 7 flashcards and Level 1, Unit 2 flashcards on the board. Put students into pairs. Give each pair a piece of paper. Ask them to choose three foods to take on a picnic and draw them on their paper. Students can write the words underneath each picture. Ask students to stand up and tell the class their picnic foods.

2 Play *Watch my lips*.

- Use the Unit 7 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.
- If students can do the activity confidently, gradually increase the number of flashcards on the board until all eight are displayed.

3 Chant and move. 🎵 3-02

- Display the Unit 7 flashcards on the board in the following order: chicken, salad, pasta, rice, bread, yogurt, milk, cheese. Play the chant through once for students to listen, pointing to the flashcards as each food is mentioned.
- Divide the class into eight groups and give each group one flashcard. When the group hears their food in the chant they stand up and join in with the repetition of the word.
- Play the chant once more and ask students to join in with as much as they can. They can do mimes for the different foods, e.g. tearing a piece of bread, gnawing a chicken drumstick, drinking milk.

Transcript

Picnic time! Picnic time!
Are you hungry? It's picnic time!
There's chicken. Chicken!
And salad. Salad!
There's pasta. Pasta!
And rice. That's nice!

Picnic time! Picnic time!
Are you hungry? It's picnic time!
There's bread. Bread!
And yogurt. Yogurt!
There's milk. Milk!
And cheese. Yes, please!

4 Play *The chain game*.

- Demonstrate the game as a class. Ask a child to choose and say a food, e.g. *chicken*. Choose another food and say, e.g. **There's chicken and salad**. Nominate another child to choose a third food and help them to say, e.g. *There's chicken, salad and rice*. Continue around the class extending the chain.

TEACHING TIP You can put the flashcards in order to help you to remember what comes next and to prompt students if they need support.

- When students have the idea, divide them into groups to play independently.

Be a Megastar: Say the foods in alphabetical order.

- Book closed. Review the alphabet using the Alphabet poster or write the alphabet on the board. Point to the letter A and ask if any of the new words from this lesson begin with A (no). Point to the letter B and ask again (bread). Ask students how to spell *bread* and write it on the board.
- Repeat with C to elicit *cheese* and *chicken*. Ask students to spell the words and write them one above the other. Point out that the first two letters are the same and tell students we have to look at the first different letter to decide which comes first. Point to I in *chicken* and E in *cheese*.

Ask students which letter comes first in the alphabet (E) and explain that this means *cheese* comes before *chicken*. Write the words in order below bread.

- Divide the class into pairs to complete the activity orally.

TEACHING TIP Pair confident students with students who need support and get them to work together to complete the activity.

ANSWERS

bread, cheese, chicken, milk, pasta, rice, salad, yogurt

Fast finishers

- Ask fast finishers to draw a picture for each word to make a list. When they have practised writing the words in the Workbook, they can come back and label their pictures.

Self-review

- Ask students to take out red, orange, and yellow coloured pens / pencils (or cards, if they have them). Tell them that red means *Great*, orange means *Good* and yellow means *OK*. Ask students to hold up the colour which shows how well they think they can remember the new words.

Find it!

- Point to Lucy's tablet and ask students what they can see (a duck). Ask students to find a duck in the main picture. (It's at the edge of the pond in the reeds on page 60.)

EXTENSION VOCABULARY If you introduce these words, point to the pictures in the book, say and ask the students to point and repeat. Encourage students to use these words orally as the unit progresses.

Mixed ability

- To provide extra challenge for higher-ability students, you can ask them to decide who the family members are in the picture. They can then take turns to describe and find people in the picture, e.g. *He's wearing a blue T-shirt. (Dad)*

21ST CENTURY SKILLS Initiative and self-direction

Students review language from previous units.

- Use the picture in the book to teach the extension vocabulary: *juice*, *crisps* and *biscuits*. Ask students to record or write the words in their notebooks using pictures or translations.
- Less confident students can work in pairs to review the vocabulary from this lesson by drawing pictures for their partner to guess.

Finisher

- Play *Bingo* with the Unit 7 and Level 1, Unit 2 flashcards. See the Ideas Bank (Teacher's Guide page 135) for instructions. In a less confident class, ask students to draw pictures of the food/drink. In a more confident class, ask students to write the food/drink words.

Workbook pages 48 and 71

For answers and scripts see Teacher's Guide page 149.

Further practice

Unit 7 Vocabulary and Grammar Worksheet 1
(Teacher's Resource Centre)

7 Lesson 2

1 Listen and read. Say. 3:03

Learn grammar with Lucy and Jack

2 Listen and draw ☺ or ☹. 3:04

1

2

3

4

5

6

7

8

3 Draw ☺ or ☹ for you. Compare with a friend.

I like milk.

I don't like milk.

4 Write two lists.

☺ I like ...	☹ I don't like ...
pasta	cheese

62 Grammar I like salad. I don't like cheese.

Song! Lesson 3

1 Sing. 3:03

2 Read and point. What do they take for the picnic?

I don't like pasta.
But I like chicken.
I don't like cheese.
But I like salad.
I don't like rice.
But I like bread.
I don't like milk.
But I like yogurt.
for the picnic, please!

3 Make a food plate. Say.

I like cheese.

I don't like cheese.

Song lyrics Page 86 English at home Sing the song 63

Lesson 2 page 62

Objectives

To present a new grammar structure.

To practise the new grammar with the Lesson 1 vocabulary.

Language and structures

Active: *I like (salad). I don't like (cheese); milk, chicken, pasta, rice, salad, yogurt, cheese, bread*

Passive: *list*

Materials

Unit 7 flashcards; Class Audio

Warmer

- Play the chant from Unit 7 Lesson 1 page 61 3:02 for students to listen and join in if possible.

1 Listen and read. Say. 3:03

- Point to the picture and ask **Is Jack happy?** (No) **Is Lucy happy?** (Yes)
- Play the recording for students to listen and read, then play it again and encourage them to repeat the grammar structure. Students can shake their head when they say *don't like* and nod their head when they say *like*.
- Draw a happy face on the left and a sad face on the right of the board. Take a food flashcard and say **I like (pasta).** Stick the flashcard on the left. Take another flashcard and say **I don't like (chicken).** Stick the flashcard on the right.
- Invite a child to the front and give him or her one of the other flashcards. The child says *I (don't) like (yogurt)* and sticks the flashcard on the correct side of the board. Repeat with the other flashcards and different students.

TEACHING TIP In a less confident class, hold the flashcard under the happy face and have all the students say, *I like (yogurt)*. Move it under the sad face and have them all say *I don't like (yogurt)*. Then have one student come to the front and place the flashcard and say the correct sentence for them.

Transcript

Jack I don't like cheese.

Lucy I like salad!

2 Listen and draw ☺ or ☹. 3:04

- Ask students **Who's this?** and **What's this?** to elicit *Ellie* and the names of the foods. Tell students they are going to hear Ellie talking about her likes and dislikes.
- Write the numbers 1–8 on the board and ask students to do the same in their notebooks. Play the first sentence. Ask students to repeat the sentence, *I like pasta*, and make a happy or sad face to match (happy). Draw a happy face on the board next to number 1.
- Play the rest of the recording, pausing after each sentence to allow students time to draw a face in their notebook.
- Ask students to compare their answers with a partner before playing the recording again, pausing to check the answers as a class.

ANSWERS

1 ☺ 2 ☹ 3 ☺ 4 ☹ 5 ☺ 6 ☺ 7 ☹ 8 ☺

Transcript

- I like pasta.
- I don't like chicken.
- I like cheese.
- I don't like milk.
- I like rice.

- 6 I like salad.
- 7 I don't like bread.
- 8 I like yogurt. Yum!

3 Draw ☺ or ☹ for you. Compare with a friend.

- Point to picture 1 in activity 2 and ask a students to make a happy face if they like it, and a sad face if they don't. Smile and say **I like pasta**, then elicit the same sentence from another smiling child. Write 1 and a happy face on the board. Encourage a child with a sad face to say *I don't like pasta*; change the happy face to a sad one.
- Tell students to write the numbers 1–8 again in their notebooks. Ask them to record their own likes and dislikes by drawing happy or sad face next to the numbers.
- When they have recorded their likes and dislikes, they should compare with a friend (or with several friends in a group) to see how many are the same. Feedback as a class to establish the most and least popular foods. Are there any that everybody likes or dislikes?

TEACHING TIP If you wish, you can teach some or all of the students language for agreeing. To agree with a positive sentence, they should add *too*, e.g. *I like milk, too*. To agree with a negative sentence, they add *either*, e.g. *I don't like cheese, either*.

4 Write two lists.

- Ask students to divide a page of their notebooks in two with a vertical line. On the left, they write *I like* and draw a happy face; on the right they write *I don't like* and draw a sad face.
- Students write the foods from Lesson 1 on the left or the right according to their likes and dislikes. Fast finishers can add other likes and dislikes, e.g. other food words they know, animals, etc.

Finisher

- Play a circle game. Say **I like (cheese)**. If the sentence is true for them, students change places with someone else. The last person to sit down says the next sentence.

Workbook page 49

For answers and scripts see Teacher's Guide page 149.

Lesson 3 page 63

Objectives

To sing a song using the Lesson 1 vocabulary and the Lesson 2 grammar.

To work on pronunciation /p/ and /pl/.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *I like (salad). I don't like (cheese); milk, chicken, pasta, rice, salad, yogurt, cheese, bread*

Passive: *food, plate*

Materials

Unit 7 flashcards; Class Audio; Craft Worksheet Unit 7 Lesson 3 (Workbook page 75); paper plates, scissors, glue, coloured pens

Warmer

- Play *Four in a row*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Sing. 3:06

- Model the /p/ and /pl/ sounds for students to repeat.
- Play the song once through for students to listen and point to the foods in the picture as they hear them.
- Play the song again, modelling actions for the song (see Teacher's Guide page 140 for song lyrics and suggested actions) and encouraging students to copy.
- Play the song again. Ask students to sing along, using the lyrics on Class Book page 86. Ask them to find a sentence in the song that contains both the /p/ and /pl/ sounds.

2 Read and point. What do they take for the picnic?

- Read the sentences aloud together as a class, pausing after each one for students to point to the food(s) mentioned.
- Read the first two sentences again and explain that one person doesn't like pasta, but they both like chicken. Which food do they take? Repeat for the remaining sentences. Ask students to tell you if they like all the foods.

ANSWERS

chicken, salad, bread, yogurt

TEACHING TIP If you wish, you can highlight conjunctions here. If students like both foods they say *I like bread **and** yogurt*. If they like one but not the other, they say *I don't like bread **but** I like yogurt* (as in the song). If they don't like either, they can say *I don't like bread **or** yogurt*. You can show this using plus and minus symbols: + + *and*, + - *but*, - - *or*.

3 Make a food plate. Say.

- Show students the photograph and tell them that they are going to make a plate like the ones in the picture.
- Make sure each child has the craft worksheet along with a paper plate, coloured pens, scissors and glue.
- Students colour the food pictures and cut them out, along with the headings. They stick the pictures under the headings on the plate. Monitor and help throughout. Ask questions, e.g. **What is it? Do you like (chicken)?**
- Ask students to tidy up their materials.
- Put students into pairs. Ask them to compare their likes and dislikes using their plates, saying *I like (cheese)* or *I don't like (cheese)*. Students can swap partners and repeat, trying to find someone with the same likes and dislikes.

Finisher

- Play *Pass the flashcards*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

English at home

- Students can sing the song to their families at home. They can also take home their food plate to show their family.

Workbook page 50

For answers and scripts see Teacher's Guide page 149.

7 Lesson 4

Are You Hungry?

1 Listen and read. Act. Think Talk about the story.

1 Listen and point. Say. **2** Sing. **3** Follow with your finger. Say and write. Listen and check.

1 I'm hungry! **2** I don't like chicken. I like chips. **3** I like chicken. **4** I like ice cream! **5** I like sweets. **6** Megabyte! What's wrong? I feel sick! **7** I like ice cream! No! I like water. Oh, Megabyte.

Everyday English!

4 Listen and repeat. **5** Act it out. **6** Say it and write it in Polish.

Vocabulary ice cream, chips, water, sweets

Song! Lesson 5

1 Listen and point. Say. **2** Sing. **3** Follow with your finger. Say and write. Listen and check.

1 I like ? **2** I like ? **3** I like ? **4** I like ?

What's wrong? I feel sick and my tummy hurts!

Lesson 4 page 64

Objectives

To develop comprehension skills and preview new vocabulary in the context of the story.

Language and structures

Active: chicken, chips, ice cream, sweets, water; What's wrong? I feel sick. I like (water). I don't like (sweets). I'm hungry. Me, too.

Materials

Unit 7 flashcards; Class Audio

Warmer

- Play the song from Unit 7 Lesson 3 page 63 **3-06** for students to listen and join in with, miming the actions.

1 Listen and read. **3-08**

- Pre-reading: Point to the first frame of the story and ask students who they can see in the picture (Jack, Lucy, Ellie and Megabyte). Where are they? (At a fair.)
- Reading: Play the recording or the video. If you are using the recording, encourage students to point to the correct pictures and follow the speech bubbles as they listen.
- After reading: Play the recording again and ask students questions about each frame. 1 What do the students want? (Food) 2 What food does Jack like? (Chicken) Does Megabyte like chicken? (No! He likes chips.) 3 What food does Megabyte like? (Ice cream) 4 What food does Megabyte like? (Sweets) 5 How does Megabyte feel? (Sick) Why? (He ate too much unhealthy food!) 6 What does Megabyte like now? (He likes water. It's healthy.)

Story Are You Hungry?

Megabyte I'm hungry!

Jack Me, too!

Jack I like chicken.

Megabyte I don't like chicken. I like chips.

Megabyte I like ice cream!

Megabyte I like sweets.

Lucy Megabyte! What's wrong?

Megabyte I feel sick!

Lucy I like ice cream!

Megabyte No! I like water.

Jack Oh, Megabyte.

Act.

- Divide the class into groups of four to act out the story. Allow students time to practise in their groups, then invite groups to act out the story for the class.

Think Talk about the story.

- Ask students whether or not they like the story; you can get them to rate it out of ten.
- Ask students what foods and drinks they can see in the story (chicken, chips, pasta, salad, ice cream, sweets, water). Which are healthy and which are unhealthy? Discuss why it is important not to eat too much of the unhealthy foods (they can make us feel unwell in the short term and are also bad for our health in the long term). But tell students it is okay to have them every so often as a treat! You can ask students to sort the foods from this unit into 'everyday' foods and 'treat' foods. Ask students what their favourite treat foods are.

21ST CENTURY SKILLS Critical thinking and problem solving

Students think about cause and effect and sort foods into categories.

Finisher

- Play *Who says this?* Choose a character and read one of their speech bubbles, e.g. **I like chicken.** Students tell you the name of the character, e.g. *Jack*. Choose a child who guessed correctly to choose another speech bubble to read.

Workbook page 51

For answers and scripts see Teacher's Guide page 150.

Further practice

Unit 7 Story Worksheet (Teacher's Resource Centre)

Lesson 5 page 65

Objectives

To present and practise four new items of vocabulary using the Lesson 2 grammar.

To practise a short *Everyday English!* role play taken from the story in Lesson 4.

Language and structures

Active: *ice cream, chips, water, sweets; I like (water). I don't like (sweets); What's wrong? I feel sick. My (tummy) hurts.*

Passive: *I'm OK.*

Materials

Unit 7 flashcards; Class Audio; Level 1, Unit 5 flashcards (optional)

Warmer

- Play the recording or the video again to refresh students' memory of the story. 🎧 3:08

1 Listen and point. Say. 🎧 3:10

- Introduce the new words using the flashcards. Hold up the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the pictures in their books. Play the recording again for students to listen, point and repeat the words.
- Ask the students to find the foods in the story on page 64.

Extension activity

- Place the flashcards from Lesson 1 and Lesson 5 on the walls around the room. Put students into groups of 3–4. Number each group. Say **Group 1 to walk to the (chips).** **Group 2 to walk to the (rice),** etc. Less confident students can repeat the word when they reach the flashcard. More confident students can form an *I (don't) like* sentence.

Transcript

ice cream, chips, water, sweets
chips, ice cream, sweets, water

2 Sing. 🎧 3:11

- Play the song once through for students to listen.
- Play the song again, modelling actions (see Teacher's Guide page 140 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again. Students join in and do the actions. They can follow the lyrics on Class Book page 87.

3 Follow with your finger. Say and write. Listen and check. 🎧 3:12

- Ask the class to tell you the food/drink they can see (*sweets, ice cream, water, chips*). In a less confident class, call out the food/drink and ask students to point and repeat.
- Ask students to look at picture 1. Read the speech bubble (*I like ...*) together and then ask students to use their finger to follow the line to the food and complete the sentence (*ice cream*). They write the complete sentence (*I like ice cream.*) in their notebooks and then complete the activity with a partner. Less confident students can just write the foods (e.g. *ice cream*). Ask students to check their spelling of the food items with activity 1.
- Check answers and ask the students to repeat the sentence and then say a sentence that is true for them.

Transcript/Answers

- 1 I like ice cream. 2 I like chips. 3 I like sweets.
4 I like water.

Everyday English!: talking about illness

4 Listen and repeat. 🎧 3:13

- Play the recording for students to listen, then play it again, pausing after each line for students to repeat the phrases.

Transcript

- A What's wrong?
B I feel sick and my tummy hurts!

5 Act it out.

- Model the dialogue a few times with more confident students. When you say ***I feel sick and my tummy hurts!*** hold your stomach and act unwell and encourage students to do the same.
- Ask students to practise the dialogue with a partner a few times. Then model a new dialogue, holding your head and saying ***My head hurts!*** Review body parts (you can use the flashcards from Level 1, Unit 5) and ask students to repeat the phrase using different body parts, e.g. *My (arm) hurts.*
- Allocate students a letter, A or B, and ask them to stand up. The B students act out an ailment, e.g. holding their leg and acting unwell. The A students walk around the room, asking *What's wrong?* After a few minutes, swap roles so that the B students ask the A students.
- Tell students they can use this exchange when they want to ask what's wrong with someone and when they feel unwell.

6 Say it and write it in Polish.

- Present the dialogue again and ask children to repeat in Polish and write the sentences in their notebooks.

Finisher

- Play *What card is missing?* with the Unit 7 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

Further practice

Unit 7 Vocabulary and Grammar Worksheet 2
(Teacher's Resource Centre)

7 Lesson 6

CLIL Science

1 Listen and read. Say for you. 3-15 I like chips, too!

Your **tongue** can **taste** different foods.
 Chips are **salty**. Ice cream is **sweet**. Lemons are **sour**.

I like chips!

I like ice cream!

I don't like lemons!

Look at the picture. Where on your tongue do you taste chips, ice cream and lemons?

2 Listen and number the missing words. 3-15

chips salty sour sweets

Do you like sweet foods?

Do you like 2 foods?

Do you like 3 foods?

Yes, I do. I like 1 and chocolate.

No, I don't.

Yes, I do. I like 4.

3 Do a class survey. Find the most popular foods. 3-15

Do you like ... foods?	What's your favourite food?
salty ✓✓✓X	chips, cheese
sweet ✓✓✓✓	ice cream, sweets
sour ✓XX✓	lemon

66 **Language** Do you like salty foods? Yes, I do. No, I don't. tongue, taste, salty, sweet, sour

7 Revision

1 Listen and write the letters to make a food. 3-15

	m	e	c	d	b	h	s	k
	n	a	w	i	r	p	t	l

2 Sort the words. Write two sentences, a question and an answer. 3-15

yoqurt, like Do I like I cheese, do, like salad? I Yes, don't you

3 Make a food book. Say.

4 Find these in Unit 7. Match. Ask and answer.

Do you like ...?

Yes, I do. / No, I don't.

cheese
chicken
chips
ice cream
pizza
salad

I don't like chicken. I like salad.

STAR CHALLENGE How many words can you write? Make sentences.

Are you a ...?

Super Star!

Star!

Wow Star!

67

Lesson 6 page 66

Objectives

To present a CLIL concept (Science).

To learn vocabulary and grammar through a CLIL concept.

Language and structures

Active: *tongue, taste, salty, sweet, sour, chips, ice cream, lemons, cheese, sweets; Do you like (salty foods)? Yes, I do. No, I don't. I like (chips). I don't like (lemons). What's your favourite (salty) food?*

Passive: *survey, most popular*

Materials

Unit 7 flashcards; Class Audio

Warmer

- Play *Kim's game*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and read. Say for you. 3-14

- Give students a chance to look at the pictures and tell you in L1 what they think the text is going to be about.
- Play the recording and ask students to follow in their books. Ask students to find the tongue that shows sweet and point to it, then point to above an area on their own tongue without touching it. Ask if they can think of other sweet foods, e.g. sweets or chocolate. Repeat for salty and sour.

TEACHING TIP Students can tell you foods in L1 that they don't know in English. Tell students the English word and write it on the board with the translation, so that students can use the vocabulary in activity 3.

- Ask students in pairs to tell each other whether they like the foods pictured, using *I (don't) like ...*

Transcript

Your tongue can taste different foods.

Chips are salty.

Boy I like chips!

Ice cream is sweet.

Girl I like ice cream!

Lemons are sour.

Boy I don't like lemons!

Look at the picture. Where on your tongue do you taste chips, ice cream and lemons?

2 Listen and number the missing words. 3-15

- Ask students to say the words in the box aloud and copy them into their notebooks, leaving a space next to each one. Tell them that these words are missing from the dialogue. They will hear the complete dialogue and need to write the numbers next to the correct words in their notebook.
- Give students a minute to read the dialogue, then play the recording, pausing to give them time to write the answers.
- Play the recording again for them to check their answers, then play it a final time, pausing after each sentence for students to repeat and to confirm the answers.

ANSWERS

1 sweets 2 sour 3 salty 4 chips

Transcript

Do you like sweet foods? Yes, I do. I like sweets and

chocolate. Do you like sour foods? No, I don't.

Do you like salty foods? Yes, I do. I like chips.

3 Do a class survey. Find the most popular foods.

- Ask students to copy the table outline and headings into their notebooks (but not the ticks, crosses or foods).

- Model the questions students are going to ask: **Do you like (salty/sweet/sour) foods?** and **What's your favourite (salty/sweet/sour) food?** by interviewing a student. Students make a tick for a *Yes, I do* answer, and a cross for *No, I don't*. They should write the favourite foods.
- Practise the questions as a class, then ask the students to interview their friends and complete their tables.
- Use the tables to work out the favourite salty, sweet and sour foods and which type of food the class prefers.

Finisher

- Play *Musical flashcards*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

Workbook page 53

For answers and scripts see Teacher's Guide page 150.

Further practice

Unit 7 CLIL Activity Worksheet (Teacher's Resource Centre)

Revision page 67

Objectives

- To review the linguistic content of the unit
- To talk about a value.

Language and structures

Active: *bread, sweets, pasta, ice cream, milk, water, rice, yogurt, chicken, chips, cheese, salad; I like (cheese). I don't like (yogurt). Do you like (salad)? Yes, I do. No, I don't.*

Passive: *We choose healthy food.*

Materials

Unit 7 flashcards; Class Audio; Craft Worksheet Unit 7 Revision (Teacher's Resource Centre); scissors, coloured pens

Warmer

- Play *Tic-Tac-Toe*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Listen and write the letters to make a food. 3-18

- Ask students to look at the pictures in the table and say the names of the food and drink (*bread, sweets, pasta, etc.*)
- Show students how to use the table. Say **I like milk**. Ask students to find the milk picture and read along from the happy face to find the letter (b). Repeat with a few more examples, including some *I don't like* sentences.
- Tell students they are going to hear sentences and they should write the corresponding letters from the table. If they are correct, the letters will spell the name of a food.
- Play the recording, pausing to allow students time to find and write the letters. Ask them to compare answers with a partner, then play the recording again and check as a class.

ANSWER
chicken

Transcript

I like pasta. I like water. I don't like ice cream.

I like pasta. I like chips. I like sweets. I don't like bread.

Extension activity

- Divide the class into groups of 3 or 4. Students take turns to choose a food and spell it out for the others using *I like* and *I don't like* sentences. Students can use the grid to spell any of the foods from the table, along with *cheese* and *salad*.

2 Sort the words. Write two sentences, a question and an answer.

- Explain that there are two sentences, one question and one answer in the box. Each is in a different colour. Students sort and order the words and write them in their notebooks.

ANSWERS

I like cheese. I don't like yogurt. Do you like salad? Yes, I do.

3 Make a food book. Say.

- Show students the photo and tell them they are going to make their own books about food.
- Hand out the craft worksheets and read the headings together. Ask students to draw a food in each box. Move around the class offering help and asking questions, e.g. **Do you like (salad)? What is your favourite food/drink? Is it healthy?** etc. Fast finishers can decorate the cover.
- Give out scissors and show students how to make the book.
- Put students into pairs to show their books and talk about the pictures, e.g. *This is my food book. I like (rice). I don't like (sweets). My healthy food is (salad).*
- Pair up students with a new partner and repeat.

Our Values

- Show the class the *Our Values* badge. Read out the value (*We choose healthy food*) and discuss why it is important to eat healthy food to look after ourselves.

4 Find these in Unit 7. Match. Ask and answer.

- Read through the words as a class. Ask students to find picture 1 on pages 60–61. Ask them to use the blue speech bubble to make a question for their partner to answer: *Do you like pasta?* They complete the activity in pairs.

ANSWERS

1 pasta 2 cheese 3 chicken 4 salad
5 ice cream 6 chips

Star Challenge

- Ask the students to complete the *Star Challenge* individually and self-review their progress.

Finisher

- Play *Picture bingo*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

English at home

Students take their food book home to show their families.

Workbook pages 54 and 72

For answers and scripts see Teacher's Guide page 150.

Further practice

Unit 7 Test (Teacher's Resource Centre)



Lesson 1

pages 68–69

Objectives

To present and practise eight new items of vocabulary.
To review vocabulary and grammar from previous units.

Language and structures

Active: canoe, paddle, goal, football, helmet, rollerskates, board game, counters, ice cream, toys, colours, clothes, numbers; *How many (helmets)? (Twelve)*

Extension: lifejacket, hoop, ramp

Passive: *We're outside! We're having fun! pairs*

Materials

Unit 8 flashcards; Class Audio, coloured pens / pencils

Warmer

- Tell the students that in this unit they are going to be learning about toys and games.
- Play *Draw and guess* to review toys students already know (from Level 1, Unit 3 and this level, Unit 1). See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Listen and point. Say. 3-21

- Books closed. Introduce the new words using the Unit 8 flashcards. Place the flashcards on the board and say the words for students to listen.

- Point to the flashcards again and say the words for students to repeat.
- Books open. Ask students to find the new vocabulary items in the picture. Talk about what else they can see in the picture, reviewing actions (*run, swim, dive*, etc.) clothes and colours. Review numbers to 20 and ask which they can see in the picture.
- Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point and repeat the words.

Transcript

canoe, paddle, goal, football, helmet, rollerskates, board game, counters
goal, counters, paddle, helmet, board game, football, rollerskates, canoe

2 Play Walk to the card.

- See the Ideas Bank (Teacher's Guide page 135) for instructions.

TEACHING TIP You can play this game in teams, with the first child from each team walking as quickly as they can to the flashcard you name. The first person to the card gets a point for their team. These students go to the back of the line and the next child in each team has a turn.

3 Chant and move. 🎵 3-22

- Ask eight students to come to the front and give each one a flashcard. The students hold up the flashcards in turn and the rest of the class says the word. Play the chant through once for students to listen. Encourage the students at the front to hold up the flashcards when they hear their word.
- Ask the students with the flashcards to get themselves into the order of the items in the chant. The rest of the class can help them. Play the chant again to check the order.
- Ask students to think of mimes for rollerskating, playing football, canoeing and playing a board game. Play the chant again and have the students without flashcards do the mimes. All the students join in.

Transcript

We're outside! We're having fun!

We're outside! We're having fun!

A football and a goal.

A canoe and a paddle.

A board game and counters.

A helmet and rollerskates.

We're outside! We're having fun!

We're outside! We're having fun!

A board game

A canoe

A goal

Counters

A football

A helmet

Rollerskates

A paddle

We're outside! We're having fun!

We're outside! We're having fun!

4 Play *How many?*

- If necessary, review numbers to 20 using the chant from the Starter Unit, Lesson 1. 🎵 1-08
- Ask students to look at the picture. Ask **How many helmets?** Students find, count and answer *Twelve*. Repeat with another example, e.g. **How many girls?** Divide the class into pairs.
- Students take turns to ask and answer about items in the picture. When they have had a chance to play, you can hold up the flashcards in turn and nominate a child to ask the question *How many (paddles)?* for the rest of the class to answer.

Be a Megastar: Close your book. Do actions and say the words in pairs, e.g. *football and goal*.

- Book closed. Display the flashcards on the board. Point to the goal flashcard and ask students which flashcard it goes with (football). Place these two side by side and write *football and goal*. Ask students to do an action to represent the words, e.g. kicking a ball and celebrating a goal.
- Students can complete the activity individually or in pairs. If working in pairs, one child can do the action for the other to guess the words. Check the answers by asking individual students to do actions for the rest of the class to say the words.

ANSWERS

football and goal; board game and counters; canoe and paddle; rollerskates and helmet

21ST CENTURY SKILLS

Critical thinking and problem-solving

Students learn to organize vocabulary by making links.

Self-review

- Ask students to take out red, orange, and yellow coloured pens / pencils (or cards, if they have them). Tell them that red means *Great*, orange means *Good* and yellow means *OK*. Ask students to hold up the colour which shows how well they think they can remember the new words.

Find it!

- Point to Jack's notebook and ask students what they can see (*ice cream*). Ask students to find the ice cream in the main picture (in the hands of the child sitting behind the skateboard ramp on page 69).

EXTENSION VOCABULARY

If you introduce these words, point to the pictures in the book, say and ask the students to point and repeat. Encourage students to use these words orally as the unit progresses.

Mixed ability

- To provide extra challenge for higher-ability students, you can ask them to work in pairs, taking turns to describe people in the picture for their partner to find, e.g. *He's wearing a blue T-shirt and red shorts. He can dive*. They can also ask their partner to spot things in the picture, e.g. *Where's the (basketball)?*
- Use the picture in the book to teach the extension vocabulary: *lifejacket, hoop, and ramp*. Ask students to record or write the words in their notebooks using pictures or translations. Ask them to think about what objects these items could be paired with, e.g. *canoe and life jacket; basketball and hoop; skateboard and ramp*.
- Less confident students can work in pairs to review the vocabulary from this lesson by drawing pictures for their partner to guess.

Finisher

- Play *Musical flashcards*. See the Ideas Bank (Teacher's Guide page 135) for instructions.

Further practice

Unit 8 Vocabulary and Grammar Worksheet 1
(Teacher's Resource Centre)

8 Lesson 2

1 Listen and read. Say. 3:23

Learn grammar with Lucy and Jack

Look! I've got a board game.

I haven't got a counter.

It's OK. I've got two counters!

2 Listen and write the number. 3:24










3 Play Pairs.

3 I've got a paddle. I haven't got a canoe.

7 I've got a canoe. I haven't got a paddle.

4 Write two lists.

I've got ...	I haven't got ...
a football	a canoe

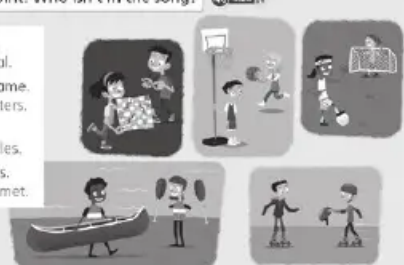
70 Grammar I've got a board game. I haven't got a counter.

Song! Lesson 3

1 Sing. 3:25

2 Listen and point. Who isn't in the song? 3:26

I've got a football.
I haven't got a goal.
I've got a board game.
I haven't got counters.
I've got a canoe.
I haven't got paddles.
I've got rollerskates.
I haven't got a helmet.



3 Make a bingo board. Play and say.



I've got a football!

Song lyrics Page 87 English at home Sing the song 71

Lesson 2 page 70

Objectives

To present a new grammar structure.

To practise the new grammar with the Lesson 1 vocabulary.

Language and structures

Active: *I've got (a board game). I haven't got (a counter); football, goal, board game, counter, rollerskates, helmet, canoe, paddle*

Passive: *It's OK.*

Materials

Unit 8 flashcards; Class Audio

Warmer

- Play the chant from Unit 8 Lesson 1 page 69 3:22 for students to listen and join in if possible.
- Place the Unit 8 flashcards on different students' desks around the room. Ask students to hold up the correct flashcard when they hear the word. Play the chant again.

1 Listen and read. Say. 3:23

- Point to the picture and ask students to say the names of the course characters. Ask **What has Lucy got?** (*A board game and counters.*) **How many counters?** (2)
- Play the recording for students to listen and read, then play it again and encourage them to repeat the grammar structure.
- Choose a flashcard without letting the students see. Encourage them to guess what's on it. If they guess incorrectly, say *No. I haven't got (a helmet).* Continue until

someone guesses correctly and say *Yes! I've got (a football).* The child who guessed can come to the front and choose another card.

Transcript

Lucy Look! I've got a board game.

Jack I haven't got a counter.

Lucy It's OK. I've got two counters!

2 Listen and write the number. 3:24

- Ask students to look at the pictures and say the things that they can see (*football, helmet, paddle, etc.*).
- Tell students they are going to hear the children talking about what they have and haven't got and they should write the number in their notebook. Do the first one as an example together, telling students to listen carefully for whether the child says *I've got* or *I haven't got* rather than just focusing on the objects.
- Play the rest of the recording. Students complete the activity individually before comparing their answers with a partner. Play the recording again and check the answers as a class.

ANSWERS

7, 6, 1, 8, 3, 2, 5, 4

Transcript

I've got a canoe. I haven't got a paddle.
I've got rollerskates. I haven't got a helmet.
I haven't got a goal. I've got a football.
I haven't got a counter. I've got a board game.
I've got a paddle. I haven't got a canoe.
I haven't got rollerskates. I've got a helmet.
I haven't got a board game. I've got a counter.
I've got a goal. I haven't got a football.

3 Play Pairs.

- Point out that each child in activity 2 is missing something, and that another of the students has what they need. Look at the example together and establish that pictures 3 and 7 make a pair.
- Divide the class into pairs. Students take turns to choose a picture and say sentences. Their partner finds the matching pair and says the sentences.

4 Write two lists.

- Ask students to divide a page of their notebooks in two with a vertical line. On the left, they write *I've got*; on the right, they write *I haven't got*.
- Students write the objects from Lesson 1 on the left or the right according to whether they have each item or not. Fast finishers can add to their lists with other toys, pets, etc.

Finisher

- Play *What card is missing?* See the Ideas Bank (Teacher's Guide page 134) for instructions.

Workbook page 56

For answers and scripts see Teacher's Guide page 150.

Lesson 3 page 71

Objectives

To sing a song using the Lesson 1 vocabulary and the Lesson 2 grammar.

To work on pronunciation /f/ and /v/.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *I've got (a football). I haven't got (a goal); football, goal, board game, counter, rollerskates, helmet, canoe, paddle; numbers to 20*

Passive: *Let's play together. It's fun to play with you. It's great with two; bingo*

Materials

Unit 8 flashcards; Class Audio; Craft Worksheet Unit 8 Lesson 3 (Workbook page 73); coloured pens, scissors

Warmer

- Play *Fast flashcards*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Sing. 3-26

- Model the /f/ and /v/ sounds for students to repeat.
- Play the song once through for students to listen.
- Play the song again, modelling actions for the song (see Teacher's Guide page 140 for song lyrics and suggested actions) and encouraging students to copy. Encourage them to join in with the line *Let's play together*.
- Give out the flashcards to eight students. Play the song again. Ask students to sing along, using the lyrics on Class Book page 87. The students with the flashcards hold them up as they sing the line: *I've got a (football)*.

- Ask students to find words in the song that contain the /f/ and /v/ sounds.

2 Listen and point. Who isn't in the song? 3-26

- Point to the pictures and ask students to say the names of the items they know.
- Play the song once through for students to listen and point to the objects in the pictures as they hear them.
- Ask students to tell you which of the children in the pictures aren't mentioned in the song.

ANSWER

The children with the basketball.

3 Make a bingo board. Play and say.

- Tell students that they are going to make a bingo card like the one in the first picture and play together.
- Make sure each child has coloured pens and scissors.
- Students colour the numbers and cut them out along with their bingo card. While they are doing this, write the numbers 11–20 on the board with one of the words from Lesson 1 next to each number. Write two more toys from Unit 1 Lesson 5, e.g. *basketball* and *puzzle*, next to the remaining two numbers. Collect the flashcards for all ten items in a pile and shuffle them.
- Play *Bingo!* as a class. The students place six numbers from 11–20 on their card. Take a flashcard from the pile and show it to the students. Students find the matching word and number on the board and check their board. If they have that number, they say *I've got a (football)* and turn over the number. If not, they say *I haven't got (a football)*. When they have turned over all of their six numbers, they shout *Bingo!* and tell the class which numbers they've got, e.g. *I've got twelve, eighteen, sixteen, etc.*

TEACHING TIP If students enjoy the game, you can play again. You can also ask them to keep their boards and play in future lessons with the same or other review vocabulary.

21ST CENTURY SKILLS Communication

Students use a combination of new and review language to take part in a game.

Finisher

- Play *True or false?* See the Ideas Bank (Teacher's Guide page 135) for instructions. Use sentences, e.g. *I've got a (paddle)*. Include *I haven't got* sentences to increase the challenge.

English at home

- Students can sing the song to their families at home. They can also take home their bingo board to show their family.

Workbook page 57

For answers and scripts see Teacher's Guide page 151.

Lesson 4

Sports Day!

1 Listen and read. Act. Think Talk about the story.

Song! Lesson 5

1 Listen and point. Say. 2 Sing.

1 trampoline

2 hula hoop

3 skipping rope

4 skateboard

3 Listen and match. Say for you.

I haven't got a trampoline.

1

2

3

4

a

b

c

d

Everyday English!

4 Listen and repeat. 5 Act it out. 6 Say it and write it in Polish.

You can do it!

Vocabulary: trampoline, hula hoop, skipping rope, skateboard **Song lyrics** **Page 87** **73**

Lesson 4 page 72

Objectives

To develop comprehension skills and preview new vocabulary in the context of the story.

Language and structures

Active: trampoline, hula hoop, skipping rope, skateboard; numbers to 20; I've got (a hula hoop). I haven't got (a skateboard), You can do it!

Passive: It's Sports Day! Jump on! Come on!

Materials

Unit 8 flashcards; Class Audio

Warmer

- Play the song from Unit 8 Lesson 3 page 71 3:26 for students to listen and join in with, miming the actions.

1 Listen and read. 3:28

- Pre-reading: Point to the first frame of the story and ask students who they can see in the picture (Jack, Lucy, Ellie, Megabyte and some other children). Ask **Where are the children today?** (At school.)
- Reading: Play the recording or the video. If you are using the recording, encourage students to point to the correct pictures and follow the speech bubbles as they listen.
- After reading: Play the recording again and ask students questions about each frame. 1 What is happening today at school? (It's sports day.) 2 What has Lucy got? (A hula hoop and a skipping rope.) 3 What can Lucy do? (Hula hoop) 4 What can Ellie do? (Jump) 5 What hasn't Jack got?

(A skateboard.) 6 How does Megabyte help him? (He is a skateboard!)

Story Sports Day!

Lucy Look! It's Sports Day.

Jack Cool! A trampoline.

Lucy I've got a hula hoop and a skipping rope, but ...

Ellie Don't worry!

Jack Go, Lucy! You can do it!

Jack Look!

Lucy Eleven? Wow, Ellie!

Audience Eleven, twelve, thirteen!

Jack Oh no! I haven't got a skateboard!

Megabyte Jump on!

Lucy and Ellie Come on!

Audience Thirteen, fourteen, fifteen!

Act.

- Divide the class into groups to act out the story. Allow students time to practise in their groups, then invite groups to act out the story for the class.

TEACHING TIP You could act this out as a whole class, choosing four students to be the main characters, and with the rest of the class joining in with the numbers in frames 5 and 6.

Think Talk about the story.

- Ask students whether or not they like the story; you can get them to rate it out of ten.
- Ask students **What's your favourite sport?** What are they good at? Do they like sports day? Discuss why it is important to encourage others to do their best and how this can help us to achieve things we didn't realise we could do!

CULTURE NOTE Trampolines are popular with British children. Many families have either a small one in the house or a larger one in the garden. A British man called Brian Hudson holds the current world record for the most consecutive somersaults on a trampoline: 3,333!

Finisher

- Play *Who says this?* Choose a character and read one of their speech bubbles, e.g. **Jump on!** Students tell you the name of the character, e.g. *Megabyte*. Choose a child who guessed correctly to choose another speech bubble to read.

Workbook page 58

For answers and scripts see Teacher's Guide page 151.

Further practice

Unit 8 Story Worksheet (Teacher's Resource Centre)

Lesson 5 page 73

Objectives

To present and practise four new items of vocabulary using the Lesson 2 grammar.

To practise a short *Everyday English!* role play taken from the story in Lesson 4.

Language and structures

Active: *trampoline, hula hoop, skipping rope, skateboard; I've got a (skateboard). I haven't got a (hula hoop), You can do it!*

Passive: *Watch me!*

Materials

Unit 8 flashcards; Class Audio; hula hoops and/or skipping ropes; Unit 1 flashcards

Warmer

- Play the recording or the video again to refresh students' memory of the story. **3-28**

1 Listen and point. Say. **3-30**

- Introduce the new words using the flashcards. Hold up the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the pictures in their books. Play the recording again for students to listen, point and repeat the words.
- Ask the students to find the toys in the story on page 72.

Transcript

trampoline, hula hoop, skipping rope, skateboard
skipping rope, trampoline, skateboard, hula hoop

2 Sing. **3-31**

- Play the song, modelling actions (see Teacher's Guide page 141 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again. Students join in and do the actions. They can follow the lyrics on Class Book page 87.

3 Listen and match. **3-32 Say for you.**

- Ask students to look at the photographs and tell you the toys they can see (*trampoline, hula hoop, skipping rope, skateboard*).

- Tell students they are going to hear the children in the pictures talking about their toys. Write numbers 1–4 on the board and ask students to copy in their notebooks.
- Play the first two sentences and ask students to repeat. Ask them which toy the girl has (*a skipping rope*) and the letter of the picture (*c*). Write *c* next to the 1 on the board.
- Play the rest of the recording, with pauses for students to complete the activity. Check answers as a class. Ask students to tell their partners whether they have each toy, using *I've got / I haven't got a (trampoline)*.

ANSWERS

1 c 2 d 3 b 4 a

Transcript

- I haven't got a hula hoop. I've got a skipping rope.
- I haven't got a trampoline. I've got a skateboard.
- I haven't got a skateboard. I've got a hula hoop.
- I haven't got a skipping rope. I've got a trampoline.

Extension activity

- Ask students to listen for the toy each child **hasn't** got second time around.

Everyday English!: giving encouragement

4 Listen and repeat. **3-33**

- Play the recording for students to listen, then play it again, asking students to repeat the phrase.

Transcript

You can do it!

5 Act it out.

- Ask for a volunteer to come to the front and give them a hula hoop or a skipping rope to use. Say **You can do it!** and encourage other students to repeat.
- Put students into small groups and have them stand up. Give each group a hula hoop or a skipping rope. Ask them to take turns using the toy while the rest of the group cheers, *You can do it!*
- Tell students they can use this phrase whenever they want to encourage someone.

TEACHING TIP If you don't have enough hula hoops or skipping ropes, ask students to hop and count to twenty while their partner cheers, *You can do it!*

6 Say it and write it in Polish.

- Present the phrase again and ask children to repeat in Polish and write the sentence in their notebooks.

Finisher

- Play *What number is it?* with the Unit 8 flashcards and the toy flashcards from Unit 1. See the Ideas Bank (Teacher's Guide page 134) for instructions.

Workbook page 59

For answers and scripts see Teacher's Guide page 152.

Further practice

Unit 8 Vocabulary and Grammar Worksheet 2 (Teacher's Resource Centre)

8 Lesson 6

CLIL Maths

1 Listen, read and answer. 3:35

Toys in my class

Number of students

1 block = 1 student

This is a block graph about toys in my class.

There are five red blocks. Five students have got a trampoline.

There are seven green blocks. Seven students have got a hula hoop.

How many students have got a skateboard?

How many students have got a skipping rope?

2 Listen and read. Say. 3:35

Have you got a hula hoop?

Yes, I have.

No, I haven't.

3 Copy. Ask ten friends and write.

	Yes	No	Total
hula hoop			
trampoline			
skateboard			
skipping rope			

4 Make a block graph.

74 Language Have you got a hula hoop? Yes, I have. No, I haven't. block, graph, students

8 Revision

1 Listen and write the name. 3:35

Jack	X	✓	X	✓	✓	✓	X
Dan	✓	✓	X	✓	✓	✓	✓
Ma	X	X	✓	✓	✓	✓	✓
Zac	✓	X	✓	X	X	✓	✓

2 Read the questions. Write Yes, I have or No, I haven't.

1 Have you got a skateboard?

2 Have you got a football?

3 Have you got a canoe?

4 Have you got roller skates?

3 Spot the difference. Look and say.

I've got two skateboards.

Our Values
We work together

4 Find these in Unit 8. Match. Ask and answer.

Have you got ...?

Yes, I have. / No, I haven't.

a board game

counters

a hula hoop

a paddle

a skipping rope

a trampoline

STAR CHALLENGE How many words can you write? Make sentences.

Are you a ...?

Super star!

More star!

75

Lesson 6

page 74

Objectives

To present a CLIL concept (Maths).

To learn vocabulary and grammar through a CLIL concept.

Language and structures

Active: Have you got (a hula hoop)? Yes, I have. No, I haven't. block, graph, students

Passive: copy, (Five) students have got (a trampoline).

Materials

Units 6–8 flashcards; Class Audio; squared paper, coloured pens

Warmer

- Play *Odd one out* with flashcards from Units 6 – 8. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen, read and answer. 3:34

- Point to the pictures below the graph. Ask students **What toys can you see?** (Trampoline, hula hoop, skateboard, skipping rope.) Tell the class **This is a block graph.** Ask **How many red blocks are there?** (5) Say **Five students have got a trampoline.** Repeat with *hula hoop* in a less confident class, e.g. **How many green blocks are there?** (7) Say **Seven students have got a hula hoop.**
- Play the recording with pauses for students to complete the activity.

ANSWERS

Three students have got a skateboard. Nine students have got a skipping rope.

Transcript

This is a block graph about toys in my class.

There are five red blocks. Five students have got a trampoline.

There are seven green blocks. Seven students have got a hula hoop.

How many students have got a skateboard?

How many students have got a skipping rope?

2 Listen and read. Say. 3:35

- Tell students that the boy in the photograph is finding out about toys in his class by asking his friends questions.
- Play the recording for students to follow in their books.
- Practise the new structure by asking students *Have you got* questions and encouraging them to ask each other.

Transcript

A Have you got a hula hoop? B Yes, I have.

A Have you got a trampoline? B No, I haven't.

3 Copy. Ask ten friends and write.

- Ask students to copy the table from the book while you draw it on the board.
- Demonstrate how to make a tally. Ask a student, **Have you got (a hula hoop)?** If they say *Yes, I have*, mark a vertical line in the column next to hula hoop. Repeat with other students until you reach five tally marks. Mark the fifth line diagonally across the other four. Explain that we do this so that we can easily count up the total in groups of five.
- Ask students to ask ten classmates about the toys in the table. They make a tally mark for every *Yes, I have* answer.
- Ask students to return to their seats. Say **How many hula hoops?** They count up and write the number in the *Total* column (answers will vary). Repeat with the other toys.

4 Make a block graph.

- Tell students they are going to use their tables to make a block graph. Give students a piece of squared paper and draw axes on the board for students to copy. Label the y axis 0–10 and call it *Number of students*. Label the x axis with the names of the toys (or use the flashcards) and call it *Toys*. Add a title for the graph, e.g. *Toys in my class*.
- Students then draw the correct number of blocks on their graph, using a different colour for each toy.
- In pairs, the students talk through their results, e.g. *There are five pink blocks. Five students have got a skateboard*.

TEACHING TIP If you wish, under supervision, students can make bar graphs of their results using one of the many websites available.

Finisher

- Play *Pass the flashcards*. See the Ideas Bank (Teacher's Guide page 134) for instructions.

Workbook page 60

For answers and scripts see Teacher's Guide page 151.

Further practice

Unit 8 CLIL Activity Worksheet (Teacher's Resource Centre)

Revision page 75

Objectives

- To review the linguistic content of the unit
- To talk about a value.

Language and structures

Active: *canoe, paddle, board game, skateboard, helmet, rollerskates, football, goal, hula hoop, trampoline, skateboard, skipping rope, basketball, shoes, numbers; I've got (a skateboard), I haven't got (a trampoline). Have you got (a paddle)? Yes, I have. No, I haven't.*

Passive: *spot the difference. We work together.*

Materials

Unit 8 flashcards; Class Audio; Craft Worksheet
Unit 8 Revision (Teacher's Resource Centre); scissors, coloured pens

Warmer

- Play *Change places*. See the Ideas Bank (Teacher's Guide page 135) for instructions. Start with flashcards from this unit. You can then introduce words from earlier units.

1 Listen and write the name. 🎧 3–36

- Tell students that they are going to hear three of the boys in the table talking about their toys.
- Write the boys' names on the board. Play the first sentence. Ask students to find canoe and paddle in the table and tell you which students have one (Dan and Zac). Continue sentence by sentence to identify the speaker as Dan.
- Students work individually or with a partner. Play the recording again to check the answers as a class.

ANSWERS

1 Dan 2 Mo 3 Jack

Transcript

- 1 I've got a canoe and a paddle. I've got a board game. I haven't got a skateboard.
- 2 I've got a skateboard. I've got a helmet. I've got a football. I haven't got a goal.
- 3 I've got rollerskates. I've got a helmet. I haven't got a skateboard.

Extension activity

- Divide the class into pairs. Students take turns to choose a person from the table and make *I've got* and *I haven't got* sentences. Their partner guesses the person.
- Alternatively, students can choose a person and their partner asks *Have you got ... ?* questions to identify them.

2 Read the questions. Write *Yes, I have* or *No, I haven't*.

- Students read the questions and write their answers in their notebook. They can then ask and answer with a friend.

ANSWERS

Students' own answers.

3 Spot the difference. Look and say.

- Give a worksheet to each pair of students and ask them to cut out the pictures. They take A or B, and colour in, taking time to count the objects and write the numbers in the boxes.
- Next, tell students to sit back to back, like the picture on page 75. They then take turns to tell each other what they've got in their picture in order to spot the differences. For example, A: *I've got sixteen hula hoops*. B: *I haven't got sixteen hula hoops. I've got eighteen hula hoops!*

ANSWERS

Picture A: 16 hula hoops, 13 basketballs, 9 bags, 5 skipping ropes, 20 shoes, 2 skateboards

Picture B: 18 hula hoops, 11 basketballs, 8 bags, 6 skipping ropes, 19 shoes, 0 skateboards

Our Values

- Show the class the *Our Values* badge. Read out the value (*We work together*) and discuss why it is important to work well with others.

4 Find these in Unit 8. Match. Ask and answer.

- Ask students to find picture 1 on pages 68–69. Ask them to use the blue speech bubble to make a question for their partner: *Have you got counters?* They complete the activity in pairs.

ANSWERS

1 counters 2 paddle 3 board game 4 hula hoop
5 skipping rope 6 trampoline

Star Challenge

- Ask the students to complete the *Star Challenge* individually and self-review their progress.

Finisher

- Play students' favourite game or song to finish the lesson.

Workbook pages 61 and 72

For answers and scripts see Teacher's Guide page 151.

Further practice

Unit 8 Test (Teacher's Resource Centre)

The Elves and the Shoemaker

1 Listen and read. **2 Act it out.**

Narrator: Welcome to our play:
The Elves and the Shoemaker.

Samuel: I'm Samuel. This is my dad. He's a shoemaker.
This is his workshop. And this is my mum.

Mum: What's wrong, Peter?

Dad: I'm tired, Sarah. We haven't got money for food or wood.

Narrator: It's winter. It's snowy. It's night time.

Samuel: Mum, I'm cold.

Mum: I'm sorry, Samuel. Put on a sweater.

Samuel: Mum, I'm hungry.

Mum: I've got bread and cheese.

Samuel: I don't like cheese!

Narrator: It's daytime. There's a present on the table.

Dad: I don't understand!

Customer 1: I like these shoes. Here you are.

Dad: Thank you.



Narrator: The next day, there are shoes and boots.

Mum: Do you like the boots?

Customer 2: Yes, I do!

Dad: Do you like the shoes?

Customer 3: Yes, I do!

Narrator: It's night time. Samuel isn't in bed.

Samuel: Elves! I can take photos.

Narrator: It's daytime. Samuel is in the kitchen.

Samuel: Mum, look!

Mum: Elves! Oh, they haven't got shoes or clothes.

Dad: We can make shoes and clothes.

Samuel: I can make a card.

Elf 1: Look, on the table.

Elf 2: What is it?

Elf 1: I've got a sweater.

Elf 2: I've got shoes.

Narrator: The elves are happy!

Chorus: Night or day, in rain or sun,
You can try to help someone.
You can make a boot or shoe,
But you can make a new friend, too.




76 Language: Samuel isn't in bed, elves, shoemaker, workshop, money, night time, daytime, next day

Units 1-8 revision 77

The Elves and the Shoemaker pages 76-77

Objectives

- To review language from the level.
- To prepare a performance.

Language and structures

Active: *elves, shoemaker, workshop, money, night time, daytime, next day, Samuel isn't in bed*; vocabulary, grammar structures and functional language from the level.

Materials

Unit 3 Flashcards; Class Audio; materials for making props and scenery, e.g. paper and card, scissors, tape, coloured pens

This play reviews language from throughout Level 2. It provides an opportunity for students to hear and use the language in a different context and to prepare a performance for their families or other students to watch.

Character list

Individual speaking parts: Dad (Peter, the shoemaker), Mum (his wife, Sarah), Samuel (their son), Elf 1, Elf 2, Customer 1, Customer 2 (a grandma), Customer 3 (a grandpa), Narrator
Chorus: The students without individual speaking parts can all say these lines together.

Non-speaking parts: Other customers, Day, Night

Costumes, props and scenery

- These can be as simple or elaborate as you like. You will need: ragged clothes and then smart new clothes for the two elves; shoes for the shoe shop; money for customers to pay for shoes; a camera or phone; a handmade thank you card; shopping bags. You could also have tools for the workshop and food props for the kitchen.
- The play takes place at day and night over several days. Make a large sun and moon, and students can carry these across the stage to signal the transitions.
- The play takes place in two locations: the workshop, which is also a shop, and the kitchen. The kitchen will just need a table and chairs. The workshop needs a workbench for making shoes, and a table for displaying the finished shoes. You might also want some chairs so that customers can try the shoes on. Involve all the students in making the costumes and a backdrop for the workshop and the kitchen.

TEACHING TIP Make sure all students have something to do to contribute to the play preparations. They can make or find props or costume items, or make posters and invitations for the performance. Make a space in the classroom to collect props which students bring from home. Tell students to ask before they take things from home, and to label items they bring to class with their names.

Songs

- When students perform for an audience, they can sing the Shine On! Song 🎵 1:01 to welcome them, and the Goodbye Song 🎵 1:06 at the end of the play.

Warmer

- Play *Little by little* with the Unit 3 flashcards. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen and read. 🎧 3:40

- Ask students to find and name the clothes in the pictures.
- Read the title together and ask students to look at the pictures. What do they think the story is going to be about? Do any of them know the story? Ask questions about the pictures, e.g. **What's this? Who's this? What colour (are the shoes)? What is he/she wearing?**
- Play the recording for students to follow in their books.

TEACHING TIP Check that students are familiar with the play script format: the bold text shows which character is speaking, so is not said aloud. This will help them to follow the text as they listen.

- After reading, ask questions in the students' home language to check understanding, e.g. How did Peter and his family feel at the beginning of the story? How did they feel at the end of the story? Why did they make clothes and shoes for the elves? See if students can work out the meaning of the new vocabulary (*elves, shoemaker, workshop, money, night time, daytime, next day*) from the context and/or illustrations.

Transcript and suggestions for staging

Scene 1: the workshop. Peter is sitting at his workbench, wearily, Sarah is bending over him. Both are frozen in place, like statues.

Narrator Welcome to our play, *The Elves and the Shoemaker*. Samuel enters and speaks to the audience. He introduces his parents, who are still frozen, then goes to the side of the stage and hides, so that the audience can just see him.

Samuel I'm Samuel. This is my dad. He's a shoemaker. This is his workshop. And this is my mum.

Sarah and Peter unfreeze.

Mum What's wrong, Peter?

Dad I'm tired, Sarah. We haven't got money for food or wood.

Scene 2: the kitchen. Child shows moon prop.

Narrator It's winter. It's snowy. It's night time.

Samuel (*shivering*) Mum, I'm cold.

Mum I'm sorry, Samuel. Put on a sweater.

Samuel Mum, I'm hungry.

Mum I've got bread and cheese.

Samuel I don't like cheese!

Scene 3: the workshop. Child shows sun prop.

Narrator It's daytime. There's a present on the table.

Dad (*to himself*) I don't understand!

Customer 1 I like these shoes. Here you are. (*hands over money*)

Dad Thank you.

Scene 4: the workshop. Child shows sun prop.

Narrator The next day, there are shoes and boots.

Mum Do you like the boots?

Customer 2 Yes, I do!

Dad Do you like the shoes?

Customer 3 Yes, I do!

Scene 5: the workshop. Child shows moon prop. The elves are in the workshop working and Samuel is hiding behind a door or curtain; peeking out to take a photo with a camera or smartphone.

Narrator It's night time. Samuel isn't in bed.

Samuel Elves! I can take photos.

Scene 6: the kitchen. Child shows sun prop.

Narrator It's daytime. Samuel is in the kitchen.

Samuel shows camera or smartphone to Sarah.

Samuel Mum, look!

Mum Elves! Oh, they haven't got shoes or clothes.

Dad We can make shoes and clothes.

Samuel I can make a card.

Scene 5: the workshop. Child shows moon prop. Samuel, Sarah and Peter are hiding behind a door or curtain, peeking out.

There's a thank you card and clothes for the elves (which could be wrapped) on the table. The elves come in and find their gifts:

Elf 1 Look, on the table.

Elf 2 What is it?

Elf 1 I've got a sweater.

Elf 2 I've got shoes.

Narrator The elves are happy!

Chorus

Night or day, in rain or sun

You can try to help someone.

You can make a boot or shoe,

But you can make a new friend, too.

2 Act it out.

- Assign parts to different students. The narrator's role can be split between up to 11 students, with a sentence each. You will need other students to be customers and to signal day and night using the sun and moon (see above).
- Play the recording again with students acting out what's happening in the story without saying anything.
- Next, play the recording and pause after each sentence for all the students to repeat. The students continue to act out the story.
- When students can confidently do this, play the recording and have them repeat only their own lines. Finally, ask them to act out the story without the recording.

TEACHING TIP You may wish to write each student's line(s) on a piece of paper and ask them to take it home and practise before acting out the story without the recording in a subsequent lesson.

Finisher

- Play students' favourite game to finish the lesson.

Workbook pages 62 and 63

Play the Review Board Game, refer to instructions on the page.

Further practice

End-of-year Test (Teacher's Resource Centre)

Festivals

Bonfire Night

1 Listen, find and point. Say. 3:41

2 Listen and read. Who's got a sparkler? 3:42

3 Make sentences. Play True or false?

4 Find, match and write. 1 hot dog

5 Make a Bonfire Night picture. Say.

6 When do you have fireworks in Poland?

Bonfire Night is in autumn.

bonfire

danger

Watch out, there's danger! The bonfire is hot.

fireworks

There are fireworks, too. They're noisy!

This is my sister. She's got a sparkler.

sparkler

hot dogs

Now I'm hungry! On Bonfire Night, we eat hot dogs and toffee apples.

toffee apples

Bonfire Night is in spring. True or false? False.

Language: We eat hot dogs, bonfire, danger, fireworks, sparkler, hot dogs, toffee apples

Say a sentence. We eat hot dogs.

dan fire ler toffee spark works

apple dog fire bon hot ger

1 2 3 4 5 6

5 Make a Bonfire Night picture. Say.

This is my picture of Bonfire Night. There's a bonfire and fireworks!

6 When do you have fireworks in Poland?

Bonfire Night

pages 78–79

Objectives

To present and practice six new items of vocabulary.

To learn about what happens on Bonfire Night in the UK and compare to own experiences of celebrating with fireworks.

Language and structures

Active: *bonfire, danger, fireworks, sparkler, hot dogs, toffee apples; We eat hot dogs.*

Passive: *When do you have fireworks?*

Materials

Flashcards from any previous units; Class Audio; materials for bonfire pictures, e.g. black paper, scissors, glue, coloured chalks, tissue paper, glitter, felt, etc.

CULTURE NOTE Bonfire Night is celebrated on 5th November in the UK to commemorate the failed attempt to blow up the Houses of Parliament and King James I in 1605. Thirty-six barrels of gunpowder were hidden in cellars underneath the Houses of Parliament, but they were discovered before they exploded.

The leader of the group that planned the explosion was Guy Fawkes. A figure made from old clothes and newspaper, called a 'guy', was traditionally burnt on the top of the bonfire, and Bonfire Night is also sometimes called Guy Fawkes' Night.

Warmer

- Play *Pass the flashcards* with the flashcards from previous units. See the Ideas Bank (Teacher's Guide page 134) for instructions.

1 Listen, find and point. Say. 3:41

- Introduce the new words. Point to the pictures and labels and say the words for students to repeat.
- Play the recording for children to listen and point to the correct pictures. Play the recording again for children to listen, point and repeat the words.

Transcript

bonfire, danger, fireworks, sparkler, hot dogs, toffee apples
sparkler, toffee apples, bonfire, danger, hot dogs, fireworks

CULTURE NOTE Toffee apples are apples on sticks that have been dipped in a sugary coating. Hot dogs (sausages in bread rolls) are traditionally eaten with tomato ketchup, mustard and/or fried onions.

2 Listen and read. Who's got a sparkler? 3:42

- Play the recording and ask children to follow in their books. Point to the text if they are unsure of the order.
- Read the question **Who's got a sparkler?** Ask children to find the answer in the text (the boy's sister).
- Ask further questions about the text and pictures, e.g. **What's he wearing? What's the weather like? Why is there a 'danger' sign? What shape is the girl making with her sparkler?**

Transcript

Bonfire Night is in autumn.

Watch out, there's danger! The bonfire is hot.

There are fireworks, too. They're noisy!

This is my sister. She's got a sparkler.

Now I'm hungry! On Bonfire Night, we eat hot dogs and toffee apples.

21ST CENTURY SKILLS Social and cross-cultural interaction

Students learn about a celebration in another culture.

3 Make sentences. Play True or false?

- Read the example speech bubble: **Bonfire Night is in spring. True or false?** When children reply *false*, encourage them to correct you: *Bonfire Night is in autumn.*
- Write the following sentences on the board:
The bonfire is cold.
There are orange fireworks.
The boy is hungry.
People eat toffee bananas.
Read the sentences together and ask children to tell you the answers (*false, true, true, false*).
- Rub out the words *cold, orange, hungry* and *toffee bananas* in the sentences on the board. Ask children to complete the sentences with a different word – they can do this orally or write sentences.
- When children have decided on their sentences, divide the class into pairs. Ask students to take turns reading a sentence to their partner and saying true or false.

TEACHING TIP You can play this as a team game. Divide the class into teams. Ask a child from one team to say a sentence and give the other team a few seconds to discuss before answering *True* or *False*. A correct answer gets a point for the team.

4 Find, match and write. Say a sentence.

- Ask children to look at the boxed letters and tell them that they need the letters from two boxes to match each of the pictures below. Ask them to look at picture 1 and tell you what it shows (*a hot dog*). Have them find the boxes with *hot* and *dog* in.
- Children work in pairs to complete the activity, writing the words in their notebooks. Ask them to say a sentence with each word: children can find sentences in the text, or make up their own, e.g. *I like hot dogs*.

ANSWERS

1 hot/dog 2 bon/fire 3 spark/ler 4 dan/ger
5 fire/works 6 toffee/apple

Extension activity

- Play a game in two teams. One team says a number from 1 to 6. The other finds the picture in activity 2 and says the word or a sentence containing that word.

5 Make a Bonfire Night picture. Say.

- Tell students they are going to make a Bonfire Night picture. Ask them to look at the one in their Class Books and tell you what they can see (people, a bonfire, fireworks, sparklers). Point out that the boy has drawn the

people and fireworks in chalk and made the bonfire by gluing on coloured paper and card.

- Give each child a piece of black paper and each table a selection of craft materials. Ask children to consider how to make their pictures colourful and how to add texture.
- Move around the class as students make their pictures. Ask questions such as **What is it? What colour is it? Who's this?**
- When students have finished, encourage them to tell their partner about their picture. Ask confident children to present their pictures to the class.

6 When do you have fireworks in Poland?

- Ask students to think of occasions that might be marked with fireworks in Poland, e.g. New Year's Eve.

Finisher

- Play *Sparkler writing* to practice the new vocabulary. Pretend to be holding a sparkler in your hand, and with your back to the class draw a letter *b* in the air. Ask the class to say the letter and have a volunteer write it on the board. Continue with *o, n, f*, etc, and ask children to raise their hands when they have guessed the word (*bonfire*).
- Choose a child to spell the rest of the word. If they do so correctly, they come to the front to draw the next word in the air.

TEACHING TIP To make this game more challenging, include some other review vocabulary words beginning with the same letters or mix up the letters so that children have to solve an anagram.

English at home

- Students can take their pictures home and tell their families about them.

Christmas Eve

1 Listen, find and point. Say. 3:42

2 Listen and read. What's on the table? 3:44

It's Christmas Eve. It's bedtime, but I'm not tired!

My stocking is on the fireplace. It's red and green. There's a Christmas tree on it.

There are mince pies on the table for Santa.

stocking
fireplace
mince pies

Santa
sleigh
reindeer

I'm Santa. This is my reindeer and my sleigh. I put presents in children's stockings on Christmas Eve.

3 Play Find Santa. I'm not Santa. I'm not Santa. I'm Santa!

80 Language I'm not tired. This is my sleigh. stocking, fireplace, mince pies, Santa, sleigh, reindeer

4 Count and write. There's one Santa. 3:45

5 Sing. 3:45

Santa
reindeers
sleigh
trees
stars
bells
presents

6 Make a Christmas stocking. Say.

This is my Christmas stocking. It's red, white, black and green. There are four stars on it.

7 Compare Christmas Eve in Poland and in the UK.

Song lyrics Page 87 81

Christmas Eve

pages 80–81

Objectives

To present and practice six new items of vocabulary.
To learn about what happens on Christmas Eve in the UK and compare to own experiences.

Language and structures

Active: fireplace, stockings, mince pies, Santa, reindeer, sleigh, tree, star, bell, present, I'm not tired. This is my (sleigh). There's (one Santa). There are (six reindeers).

Passive: Christmas Eve; bedtime, table, I put presents in children's stockings.

Materials

Flashcards from any previous units; Class Audio; word or picture cards for new vocabulary (fireplace, stocking, mince pie, Santa, reindeer, sleigh), or card and coloured pens; Christmas Craft Worksheet (Teacher's Resource Centre); materials for decorating Christmas stocking, e.g. coloured paper and card, Christmas wrapping paper, scissors, glue, wool, glitter, coloured pens, etc.

CULTURE NOTE Christmas Eve is an important part of the Christmas celebrations in the UK, particularly for children. The tradition of leaving a stocking or pillowcase for Santa to fill with small presents overnight is widespread, as is leaving a drink and a snack for Santa. People often leave a carrot for the reindeer, too.

In the weeks leading up to Christmas, many children visit Santa and his elves at a Christmas grotto, as well. Grottos can be found in many places, such as shopping centres, garden centres and school Christmas fairs.

Warmer

- Play *Draw and guess* to review the Christmas vocabulary from Level 1 (tree, star, decoration, present, bell, candle). See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Listen, find and point. Say. 3:43

- Ask students to look at the pictures and name any Christmas items they already know.
- Introduce the new words. Point to the pictures and labels and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point and repeat the words.

Transcript

stocking, fireplace, mince pies, Santa, sleigh, reindeer
Santa, stocking, sleigh, mince pies, fireplace, reindeer

CULTURE NOTE Mince pies are a snack or dessert made from a sweet mixture of dried fruits, known as mincemeat, inside a pastry case. Sometimes there is a tree or a star cut out on the top.

2 Listen and read. What's on the table? 🎧 3•44

- Play the recording and ask students to follow in their books. Point to the text if they are unsure of the order.
- Read the question **What's on the table?** Ask students to find the answer in the text (*mince pies*).
- Ask further questions about the text and pictures, e.g. **Is it daytime or night time? Where is the girl? Where are the stockings? What are the stockings for? Can you see a Christmas tree?** etc.

Transcript

Girl It's Christmas Eve. It's bedtime, but I'm not tired! My stocking is on the fireplace. It's red and green. There's a Christmas tree on it.

There are mince pies on the table for Santa.

Santa I'm Santa. This is my reindeer and my sleigh. I put presents in children's stockings on Christmas Eve.

3 Play Find Santa.

- Give the word or picture cards to six students and ask them to stand at the front. They mustn't show the class what's on their card.
- Tell the rest of the class that they have to find Santa. Ask a volunteer to choose one of the students at the front and ask *Is it (Szymon)?* That child shows their card and says either *I'm Santa!* or *I'm not Santa. I'm a mince pie!*
- Continue until someone finds Santa. The winning child comes to the front and the child who was holding the Santa card sits down. Collect the cards, shuffle, and play again.

TEACHING TIP Students can make picture cards for the new vocabulary if you prefer. Allocate vocabulary words to different students to ensure you get enough of each picture. They can then play in groups of seven, with six students taking a picture card and the other child guessing.

4 Count and write.

- Ask students to look at the picture and tell you what they can see. Ask **How many Santas?** (*One*) Show them the example answer *There's one Santa* and ask them to copy it into their notebook.
- Do the next one as a class to remind students that we use *There are* with more than one item. Then ask students to complete the activity with a partner.
- Check the answers as a class by asking confident students to read their sentences aloud.

ANSWERS

There's one Santa.

There are six reindeers.

There's one sleigh.

There are eleven trees.

There are eighteen stars.

There are sixteen bells.

There are twelve presents.

LANGUAGE NOTE Both *reindeer* and *reindeers* can be used as the plural of *reindeer* in English.

5 Sing. 🎵 3•45

- Play the song once through for students to listen. Tell them that *gifts* is another word for *presents*.
- Play the song again, modelling actions (see Teacher's Guide page 141 for song lyrics and suggested actions) and encouraging students to copy them.
- Play the song again. Students join in and do the actions. They can follow the lyrics on Class Book page 87.

21ST CENTURY SKILLS Cultural awareness and expression
Students learn a Christmas song.

6 Make a Christmas stocking. Say.

- Tell students they are going to make a Christmas stocking. Ask them to look at the picture in their Class Books and say **How many stockings?** (*Five*.) Point out the different colours, shapes, patterns and materials on the stockings.
- Give each child the Christmas Craft Worksheet and each table a selection of craft materials. Ask students to cut out their stocking and decorate it. Alternatively, students can draw the outline of a stocking on card.
- Move around the class as students work, helping as necessary and asking students about their stockings.
- When students have finished, encourage them to tell their partner about their stocking. Ask confident students to show their stockings to the class. You can peg the stockings onto string or ribbon to make a Christmas decoration for your class, or let students take them home.

7 Compare Christmas Eve in Poland and the UK.

- Ask students what they do on Christmas Eve and how it compares to the UK or other cultures they may be familiar with. Do they have any special family traditions? Do they get presents, and if so from whom? Ask if they would like to experience a Christmas Eve in the UK.

Finisher

- Play *Picture bingo*. See the Ideas Bank (Teacher's Guide page 135) for instructions.
- Wish the students **Merry Christmas!** as they leave and encourage them to wish you and their friends a Merry Christmas too.

English at home

- Students can take home their stockings to show their families and sing the song.

Easter Eggs

1 Listen, find and point. Say. 3.46

2 Listen and read. Answer the questions. 3.47

Eggs are an Easter symbol in lots of countries.

In Germany and Ukraine, people paint eggs made of wood.
How many red triangles can you see?

In Greece, people paint eggs red.

In France, people cook a lot of eggs!
Do you like eggs?

In the UK, people eat eggs made of chocolate. What do people do in Poland?

3 Play Which country? People paint eggs red. Greece.

Language: In Greece, people paint eggs red. Germany, Ukraine, Greece, France, the UK, Poland

4 Match and write.








France Germany Greece Poland the UK Ukraine

5 Make an Easter card. Write. Give it to your friend.

Happy Easter!

6 Compare Easter in Poland and other countries.

Easter Eggs

pages 82–83

Objectives

To present and practice six new items of vocabulary.
To learn about Easter traditions in the UK and European countries and compare to own experiences.

Language and structures

Active: Germany, Ukraine, Greece, France, the UK, Poland, egg; In (Greece), people (paint eggs red). Happy Easter!

Passive: symbol, country, give, What do people do in Poland?

Materials

Class Audio; a map of Europe (optional); Easter Craft Worksheet (Teacher's Resource Centre), scissors, coloured pens

CULTURE NOTE Egg hunts are a popular Easter activity in the UK. Children are often told that chocolate eggs are brought by the Easter Bunny and these are hidden for children to find.

Some family visitor attractions also organise hunts, where children might for example follow a trail to find clues and be rewarded with a chocolate egg as a prize.

Warmer

- Play *Draw and guess* to review the Easter vocabulary from Level 1 (bunny, egg, flower, chocolate, basket, hot cross bun). See the Ideas Bank (Teacher's Guide page 135) for instructions.

1 Listen, find and point. Say. 3.46

- Tell students they are going to learn the names of six European countries in English and explain that these are the words in red in the text.
- Play the recording for students to listen and repeat the countries. Then play the recording again, pausing after each country to see if they can find it in the text.
- You can display a map of Europe including the UK and ask students to find the countries on the map.

Transcript

Germany, Ukraine, Greece, France, the UK, Poland
Poland, Germany, France, the UK, Greece, Ukraine

CULTURE NOTE The UK consists of England, Scotland, Wales and Northern Ireland. *Great Britain* refers to England, Scotland and Wales.

2 Listen and read. Answer the questions. 3.47

- Play the recording and ask students to follow in their books. Point to the text if they are unsure of the order.
- Play the recording again, pausing after each question for students to answer. For the final question, encourage

them to use the examples from the text to help them formulate their answers, e.g. *In Poland, people paint/cook/eat ...*

- Ask students if they know about any other Easter traditions from other countries.

Transcript

Eggs are an Easter symbol in lots of countries.

In Germany and Ukraine, people paint eggs made of wood.

How many red triangles can you see?

In Greece, people paint eggs red.

In France, people cook a lot of eggs! Do you like eggs?

In the UK, people eat eggs made of chocolate. What do people do in Poland?

3 Play Which country?

- Read the example speech bubble: **People paint eggs red** and ask **Which country?** Encourage students to say *Greece*.
- Continue by choosing other information about the other countries from the text. e.g. **People eat chocolate eggs (the UK)**. You can also include information about Easter traditions from the discussion in activity 2.

TEACHING TIP You can play this as a team game, or with a confident class ask students to choose their own sentences and play independently in pairs or groups.

4 Match and write.

- Ask students to look at the pictures and tell you what they show (the flags of different countries). Can they find the Polish flag? (1) Write *1 Poland* on the board.
- Ask them to work with a partner to match the flags to the words below, writing the numbers and countries in their notebooks. They can use the colours to help them.
- Check the answers as a class.

ANSWERS

1 Poland 2 Ukraine 3 Greece 4 France
5 the UK 6 Germany

5 Make an Easter card. Write. Give it to your friend.

- Tell students they are going to make an Easter card. Ask them to look at the picture in their Class Books and tell you what the card looks like (an egg with a baby bird). Show them the writing on the right and read it aloud.
- Give each child the craft worksheet, and make sure they have access to scissors and coloured pens. Students cut out and colour their cards. Write *To ... Happy Easter! From ...* on the board. Ask students to copy the words inside their cards, adding their friend's name after *To* and their name after *From*.
- Move around the class as students work, helping as necessary and asking them about their cards.
- When students have finished, encourage them to give them to their friends and say *Happy Easter!*

6 Compare Easter in Poland and other countries.

- Ask students what they do at Easter. Do they participate in any of the traditions you talked about in activity 2? Do they have any other traditions? What's their favourite part of the Easter festivals?

21ST CENTURY SKILLS Social and cross-cultural interaction

Students express their experiences of a traditional holiday.

Finisher

- Play *Sharkman* to practise the countries. See the Ideas Bank (Teacher's Guide page 136) for instructions.
- Wish the children **Happy Easter!** as they leave, and encourage them to wish you and their friends a Happy Easter too.

English at home

If students have been given an Easter card, they can take it home to show their families.

Vocabulary games

All of the following games are excellent ways of reinforcing vocabulary in a stimulating way. Furthermore, all of them are ideal ways to start a lesson to review lexical sets that you have already presented. Any one of them would make a useful warmer or finisher routine for your class. Consider this section as a bank of flexible Warmer and Finisher resources.

Flashcard games

Little by little

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly to reveal the card and ask students **What is it?** Continue revealing the flashcard, pausing to ask students **What is it?** and to allow the class to offer their ideas. Repeat with another flashcard when a student guesses correctly.

Mystery flashcard

Put a flashcard inside a large envelope and show the class the envelope. Ask students to draw what they think is inside the envelope. When everyone has finished, ask students what they have drawn. Then open the envelope and reveal the mystery flashcard.

Fast flashcards

Show a set of flashcards one after the other, fairly fast. As you run through each flashcard, say the word for one of the flashcards. Students call **Stop** when the word and the picture match.

Find the flashcards

Ask five students to leave the classroom. Then ask the class to help you hide five flashcards somewhere in the classroom. Bring the five students back into the room and ask them to find the missing flashcards and say what they are.

Pass the flashcards

Arrange students in a circle and hand out the flashcards to different students. Play a song from the Class Audio while students pass the flashcards around the circle. Stop the music at random points. Each student with a flashcard holds it up and says the correct word. Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

Guess the word

Divide the class into two teams. Invite a student from each team in turn to come to the board. Show the student a flashcard. The student draws a line for each letter in the word on the board. Students from each team in turn call out letters. If the letter they call out is in the word the student at the board writes the letter on the correct line. The first team to guess the word wins a point.

Kim's game

Put up a set of flashcards on the board. Point to each flashcard and ask the class **What is it?** Repeat the correct word for each flashcard with students, and then turn each flashcard over. When the flashcards are all face down, ask

again and see how many students can remember which flashcard is which.

What number is it?

Put up a set of flashcards of words you want to review on the board, for example toys. Below each one put a number flashcard or write a number. Say the name of a toy and ask **What number is it?** Alternatively, say the number and ask **What is it?**

Mime the word

Divide the class into two teams. Tell one team to choose a flashcard / word from the new vocabulary set and mime the word for the opposite team. If the opposite team guesses the word correctly and pronounces the word correctly, they score a point. Otherwise the point goes to the team performing the mime.

Which one is missing?

Tell students to stand in a circle. Put a number of flashcards face up on the floor in the middle of the circle. Give students a couple of minutes to memorize them. Then tell them to turn their backs while you remove one of the flashcards. Tell students to turn back and ask them which flashcard is missing. The student who guesses first has a turn to remove one of the flashcards. Repeat several times.

Odd one out

Choose three flashcards from one lexical set, for example weather, and one card from a different category, for example clothes. Students have to say which flashcard does not belong with the others in the group.

Watch my lips

This activity helps students to concentrate on the mouth movements necessary to pronounce certain words. Put five flashcards up around the classroom. Explain to students that you are going to mouth a word silently and that they have to point to the right flashcard. Say the word silently, exaggerating your mouth movements. The student who points to the correct flashcard can try saying a word silently for the rest of the class to guess.

Hit the card

Put up three or more flashcards on the board and then invite three students to the front of the class and stand them in a line facing the board (don't position them too close). Give each of the students a small sponge ball and explain that the game is a bit like hitting the target. (Instead of sponge balls, you could use any small soft object, or make paper balls.) Say the word for one of the flashcards on the board. The players have to throw their ball at the right card and try to hit it.

What card is it?

Hide a flashcard behind your back and ask the class **What card is it?** Listen to their answers and then show the flashcard.

What card is missing?

Show a set of flashcards one after the other, and then take one out and show the set again. Students have to identify the one that is missing.

Say the words

Hand out flashcards to students around the class. The students hold up their flashcards and say the words. Collect the flashcards and shuffle them, then hand them out to different students to repeat the game.

Guess the card

Put up the flashcards on the board face down and write a number next to each one. Ask the class **What's number (one)?** Invite a student to the front of the class and ask them to try and guess. After hearing the answer, lift up a corner of the flashcard and say **No** if it is wrong and **Yes** if the student guessed right. If the student guesses correctly, turn the card face up. If the student doesn't guess the flashcard, leave it where it is and invite another student to guess. Continue the game until all the flashcards have been guessed and are face up.

Walk to the card

Put up a few flashcards around the classroom. Choose two or three students and explain that you are going to name the flashcards one after the other. Students walk as quickly as they can to the flashcard you name and stand next to it. The first person to the card is the winner.

Change places

Put up some flashcards around the classroom. Divide the class into as many groups as there are flashcards and position the groups near their flashcard. Name two flashcards. Students in those two groups have to move and change places.

Musical flashcards

Put up some flashcards around the classroom and play some music. Students wander freely around until you stop the music and name a flashcard. They then have to go to the flashcard you named.

True or false?

Bring in two shoe boxes. Label one box with a big tick and the other box with a big X. Invite two students to the front of the class, position them at some distance from the boxes, and give each of them a sponge or paper ball. Show a flashcard and say a word. If the word and the flashcard match, students have to throw their ball into the box with the tick on the side. If not, they throw it into the box with the X on the side. This can also be played as a team game, with one team member playing against a student from the other team. The player who throws the ball into the correct box wins a point for the team.

Tic-Tac-Toe

Divide the class into two teams, X and O. Draw a 3 x 3 grid on the board and stick a flashcard in each cell. Each team takes a turn saying a word for one of the flashcards. If they are correct, remove the flashcard and draw an X or an O in the cell. The first team to get three in a row wins.

Yes or no

Hold up flashcards from previous lessons and say a word (sometimes the correct word, and sometimes the wrong word). Students say whether or not the word matches the flashcard (**Yes** or **No**). Invite students to hold up flashcards and say correct or incorrect words for the rest of the class.

Four in a row

Invite a student (or a pair of students) to the front of the class. Hand the student (or students) four flashcards from previous lessons. Call out the words for the flashcards. The student (or students) stick(s) the cards on the board in the correct order. Repeat with other students and other flashcards.

Other word games

Draw and guess

Divide the class into two teams. Start drawing a known item on the board. Students from each team call out and guess what the item is. The student who guesses correctly wins a point for his / her team and takes a turn to draw an item on the board. If you have different-coloured pens, use them and ask students to name the colours too.

Memory game

Place various flashcards or objects of different colours on your desk. Invite students to look at the items for one minute and try to remember all the objects and what colour they are. Cover or remove the items on your desk. Invite students to name as many objects (with their colours) as they can remember.

Let's count!

Ask a student to choose a number from one to twenty. The student next to them counts up from one to that number. If this student counts correctly, they stay in the game. If a student says the wrong number or can't remember the next number, they are out of the game. The last student left in the game is the winner.

How many?

Draw a number (up to twenty) of simple objects (balls, flowers, apples, etc.) on the board. Ask students around the class to count the objects and say the correct number. This can also be played as a team game.

Draw in the air

'Draw' an object in the air with your finger. The first student to guess the object takes a turn to 'draw' something else.

Bingo

Tell students to write five numbers from one to twenty in their notebooks. Call out the numbers in random order (keep a note of the numbers that you have called out). If a student has the number you call out, he / she can cross out that number in his / her notebook. The first student to cross out all his / her numbers and call out **Bingo** wins the game.

Picture bingo

Ask students to draw four vocabulary items from the unit. Call out words from the unit in random order. If a student has the picture to match a word you call out, they can cross out that picture. The first student to cross out all his / her pictures and call out **Bingo** wins the game.

Missing numbers

Write a sequence of four numbers on the board, with one number missing (draw a line for this number to go on). Invite students to come to the board and write the missing number, or to call out the missing number for you to write. If you like, you can use flashcards and ask students to stick the correct flashcard on the board to complete the sequence.

Six things

Show the class six objects, and then put them in a bag. Make true or false statements about the objects, e.g. **The cup is blue. The candle is red.** Students answer **Yes** or **No**. Play in teams or in pairs.

Simon says

Tell students that if you say **Simon says**, they should mime the instruction you give. If you don't say **Simon says**, they should remain still. Begin by saying, e.g. **Simon says, (climb)** and check to see if everybody is following the instruction. Give another order, this time without **Simon says**. Check again. Keep giving the class instructions with or without **Simon says**. If students follow an instruction that doesn't start with **Simon says** or if they fail to do what Simon says, they are out of the game. Play until one student is left.

Colours

In pairs, tell students to think of an object they can see in the classroom or in a picture in the Class Book and say what colour it is. Their partners guess what the object is, e.g.:

It's green.

It's the present.

No!

It's the balloon.

Yes!

Picture it

Describe an animal / a monster / a person / an object to the class and tell them to draw what you are describing. See how accurately the students draw what you are describing. With a more confident class, you can invite a student to describe something to the other students.

Draw and roll

Divide the class into two teams. Invite a student from one team to come to the front of the class and draw an item on the board. The students on the other team try to guess the word. If they guess correctly, they can roll a dice. The number on the dice is the number of points they score for their team.

Sharkman

Draw a set of six steps leading into the sea with a stick man at the top of the steps. Draw a shark's fin poking out of the sea. Think of a word to elicit. Write lines for each of the letters in the word. Ask the students to call out letters they think are in the word, e.g. **E!** If there is an 'e', write it in the correct place in the word. If they don't get it correct, move the stick man down a step toward the sea. The students must try to finish the word before the stick man reaches the sea and the shark.

Card games

Requires two sets of Flashcards from the same level.

Snap!

Students take turns to place one card face up on the table and say the word. When there are two cards on the table that match, the first student to say **Snap!** collects all the cards on the table.

Pelmanism

Students place all their cards face down on the table. They take turns to turn over two cards. If the cards show the same word, they can keep the cards. If not, they must turn the cards face down again.

Song lyrics and actions

Routine songs

Hello Song 🎵 1•02

Hello! Hi! It's English time!

Hello! Hi! It's time to shine! [*two fingers at the top, loop round to draw a sun*]

Wave hello! Wave hello! [*wave*]

It's time to shine. Shine on! [*two fingers at the top, loop round to draw a sun*]

Hello! Hi! It's English time!



Hello! Hi! It's time to shine!



Wave hello! Wave hello!



It's time to shine. Shine on!



Days of the Week Song 🎵 1•03

Monday! Monday! Clap your hands!

Tuesday! Tuesday! Stamp your feet!

Wednesday! Wednesday! Turn around!

Thursday! Thursday! Jump up and down!

Friday! Friday! Touch the ground! [*as in crouching, not touching toes*]

Saturday and Sunday! Shout hooray! [*jump up again*]

Monday, Tuesday, Wednesday, Thursday

Friday, Saturday, Sunday! Hey!

What's the day today?

It's ...

Change of Activity Song 🎵 1•04

Come together now, everyone. [*beckoning action*]

Look at me, please, everyone. [*pointing to eyes*]

Listen to me and listen to each other. [*cup hand to ear*]

Let's come together, everyone. [*beckoning action*]

Are you ready? Are you ready?

Yes, we are. Yes, yes, yes.

Are you ready? Are you ready?

Yes, we are. Yes, yes, yes.

Tidy Up Song 🎵 1•05

It's the end of the class.

It's time to tidy up.

Tidy up the classroom.

It's time to tidy up.

Pick up your pencils.

Put away your books.

Pick up your pencils.

Put away your books.

Tidy up! Let's tidy up! x4

Now the classroom's tidy.

Thank you, everyone.

Yes, it's very tidy.

Thank you, everyone!

Goodbye Song 🎵 1•06

Goodbye! Goodbye! It's time to go!

Goodbye! Goodbye! It's time to go!

Wave goodbye! Wave goodbye! [*wave*]

Until next time ... Shine on! [*two fingers loop round to draw a sun*]

Main songs

Starter Unit Lesson 1

Shine On! Song 🎵 1-01 🎵 3-49

Hello! Hello! It's English time! [wave]
Hello! Hello! It's time to shine! [two fingers at the top, loop round to draw a sun]
Let's be friendly and wave hello. [wave]
We can shine ... Shine on! [two fingers at the top, loop round to draw a sun]

Come on, everyone! Let's sing our song. [beckon the class towards you]
Shine on! Shine on! [two fingers at the top, loop round to draw a sun]
It's time to shine. It's time to shine. [two fingers at the top, loop round to draw a sun]
Shine ... Shine on! [two fingers at the top, loop round to draw a sun]

Hello! Hello! It's English time! [wave]
Hello! Hello! It's time to shine! [two fingers at the top, loop round to draw a sun]
Let's work together. You and me. [point to the class and to yourself]
We can shine ... Shine on! [two fingers at the top, loop round to draw a sun]

Chorus x 2

Hooray! [raise hands in the air]

Unit 1 Lesson 3

Happy Birthday! Song 🎵 1-20 🎵 3-50

There's a clown, a clown at the party. [pinch your nose]
There's a cake, a cake at the party. [pretend to eat a piece of cake]
There are candles, candles at the party. [put up fingers like candles]
Happy Birthday! Happy Birthday! [clap your hands]

There are presents, presents at the party. [hold an imaginary present in two hands]
There are cards, cards at the party. [put your hands together and open them]
There are big balloons at the party. [use your arms to make a big circle] Hooray! [jump in the air]
Happy Birthday! Happy Birthday! [clap your hands]

There are hats, hats at the party. [pretend to put a hat on]
There are cups, cups at the party. [pretend to drink]
There are boys and girls at the party. [point to a boy and a girl]
Happy Birthday! Happy Birthday! [clap your hands]

Let's twist, let's twist at the party. [twist your body]
Let's stamp, let's stamp at the party. [stamp your feet]
Everyone shout, Hooray! [jump in the air]
Happy Birthday! Happy Birthday! [clap your hands]

Hooray!

Unit 1 Lesson 5

It's My Birthday Song 🎵 1-25

It's my birthday. It's my birthday! [point to yourself]
Hey. Happy Birthday! [clap your hands]
How old are you? How old are you?
I'm nine. [hold up nine fingers]
Me, too!
Look at my presents! Look at my presents! [hold out your hands]
A puzzle [mime shaking a box] and a basketball. [pretend to bounce a ball]
Happy Birthday. Happy Birthday! [clap your hands]
Hey. Happy birthday to you! [point to a student]

Look at my presents! Look at my presents! [hold out your hands]
A yo-yo [mime yo-yoing] and a robot. [move your arms stiffly like a robot]
Happy Birthday. Happy Birthday! [clap your hands]
Hey. Happy Birthday to you! [point to a student]

Unit 2 Lesson 3

My Weather Machine Song 🎵 1-38 🎵 3-51

Chorus
Clunk, whirr. My weather machine!
Click, pssh. My weather machine!

What's the weather like today? Rainy! [wiggle your fingers on both hands from above your head to the ground]
Oh no! Oh no! It's rainy. It's rainy.
What's the weather like today? Cloudy! [make a wiping motion with your hands round and round]
Oh no! Oh no! It's cloudy. It's cloudy.
What's the weather like today? Windy! [put arms above head and sway arms from side to side]
Oh no! Oh no! It's windy. It's windy.

Chorus

What's the weather like today? Snowy! [wiggle your fingers on both hands from above your head to the ground and then wrap your arms around your body and shiver]
Oh no! Oh no! It's snowy. It's snowy.
What's the weather like today? Stormy! [clap (to represent thunder)]
Oh no! Oh no! It's stormy. It's stormy.
What's the weather like today? Sunny! [open and close your fingers on both hands]
Oh yes! Oh yes! It's sunny. It's sunny.

Chorus
Summer, autumn, winter and spring.
Click, pssh. My weather machine!

Unit 2 Lesson 5

Hot or Cold? Song 🎵 1-43

Hot or cold? Hot or cold? [*wipe your brow for hot; hug yourself for cold*]

Hey, let's check. Hey, let's check.

The sun is ... hot. [*draw a circle in the air*]

Ice cream is ... cold. [*pretend to lick and ice cream*]

The sun is hot. Ice cream is cold!

Dry or wet? Dry or wet? [*hold your hands out to the side for dry, as though checking for rain; put your hands over your head for wet, as though shielding yourself from rain*]

Hey, let's check. Hey, let's check.

Paper is ... dry. [*draw a rectangle in the air*]

Paint is ... wet. [*pretend to paint*]

Paper is dry. Paint is wet!

Unit 3 Lesson 3

On a Rainy Day Song 🎵 1-59 🎵 3-52

We're playing, we're playing, we're playing on a rainy day. [*wiggle your fingers on both hands from above your head to the ground*]

I'm wearing boots and a hat, on a rainy day. [*pretend to put on boots and a hat*]

We're playing, we're playing, we're playing on a rainy day.

I'm wearing a jacket. Hey! Let's go! [*pretend to put on a jacket*]

We're playing, we're playing, we're playing on a sunny day. [*open and close your fingers on both hands*]

I'm wearing shoes and a cap, on a sunny day. [*pretend to put on shoes and a cap*]

We're playing, we're playing, we're playing on a sunny day.

I'm wearing a dress. Hey! Let's go! [*pretend to put on a dress*]

We're playing, we're playing, we're playing on a windy day. [*put arms above head and sway arms from side to side*]

I'm wearing trousers and socks, on a windy day. [*pretend to put on trousers and socks*]

We're playing, we're playing, we're playing on a windy day.

I'm wearing a shirt. Hey! Let's go! [*pretend to put on a shirt*]

Unit 3 Lesson 5

Put On Your Sweater Song 🎵 1-64

Put on your sweater. [*pretend to put on a sweater*]

Put on your skirt. [*pretend to put on a skirt*]

Come on now! [*beckon to children*]

Let's go to school. [*walk on the spot*]

Put on your T-shirt. [*pretend to put on a T-shirt*]

Put on your shorts. [*pretend to put on shorts*]

Come on now! [*beckon to children*]

Let's go to the park. [*walk on the spot*]

Mum, I'm cold. [*hug yourself*]

Dad, I'm cold. [*hug yourself*]

Put on your sweater! [*pretend to put on a sweater*]

And run, run, run! [*run on the spot*]

Unit 4 Lesson 3

Nice and Dry Song 🎵 2-07 🎵 3-53

Chorus

It's rainy. It's rainy today. [*wiggle your fingers on both hands from above your head to the ground*]

It's wet outside and the clouds are grey.

Where's my dad? He's in the kitchen. [*mime cooking*]

In the kitchen, nice and dry.

Where's my mum? She's in the dining room. [*mime laying the table*]

In the dining room, nice and dry.

Where's my grandad? He's in the bedroom. [*mime sleeping*]

In the bedroom, nice and dry.

Where's my grandma? She's in the living room. [*mime changing the TV channel*]

In the living room, nice and dry.

Chorus

Where's my brother? He's in the attic. [*mime playing computer games*]

In the attic, nice and dry.

Where's my sister? She's in the bathroom. [*mime washing your hands*]

In the bathroom, nice and dry.

Chorus

But I'm in the garden, and I'm OK. [*jump up and down*]

It's rainy and wet, but I like to play!

Unit 4 Lesson 5

A Spider in the House Song 🎵 2-11

There's a spider in the house, a spider in the house. I'm scared! x2
[*tuck your thumbs under and put your hands together, wiggling your fingers to make a spider; put your hands either side of your face for I'm scared!*]

Where's the spider? On the sofa. [*point to the sofa flashcard*]

Where's the spider? On the bed. [*point to the bed flashcard*]

Where's the spider? On the table. [*point to the table flashcard*]

Where's the spider? In the bath. [*point to the bath flashcard*]

Where's the spider? Where's the spider now?

Hey, don't worry! It's in the garden now! [*point to the garden flashcard*]

Hey, don't worry! It's in the garden now!

Unit 5 Lesson 3

I Can Try Song 🎧 2-29 🎧 3-54

I can run. Yes, I can. [*mime running; nod your head*]
I can climb. Can you? [*mime climbing; point to a student*]
I can swim. Yes, I can! [*mime swimming; nod your head*]
But I can't dive. No, I can't. [*mime diving; shake your head*]
No, I can't dive. But I can try.

Chorus

I can try. Try, try, try. [*two thumbs up*]
Yes, I can try. Try, try, try.
I can try. Yes, yes, I can try.

I can walk. Yes, I can. [*mime walking; nod your head*]
I can sing. Can you? [*mime performing; point to a student*]
I can shout. Yes, I can! [*nod your head and shout Yes, I can!*]
But I can't cook. No, I can't. [*mime cooking; shake your head*]
No, I can't cook. But I can try.

Chorus

Unit 5 Lesson 5

I Can't Catch Song 🎧 2-34

Dance, dance, dance. I can dance. [*dance and nod your head*]
I can dance all day.
Jump, jump, jump. I can jump. [*jump and nod your head*]
I can jump all day.
But I can't fly like a bird in the sky. [*mime flying and shake your head*]
No. No. I can't fly.
And I can't catch. No, I can't. Oh dear! [*mime trying to catch a ball and shake your head*]
I can't catch at all. Oh dear!
And I can't catch. No, I can't. Oh dear!
I can't catch at all. Oh dear!

Unit 6 Lesson 3

Cow Calypso Song 🎧 2-48 🎧 3-55

Can a pig cook? No, it can't. [*mime cooking; shake your head*]
Can a goat fly? No, it can't. [*mime flying; shake your head*]
Can a chicken catch? No, it can't. [*mime trying to catch a ball; shake your head*]
Can a duck climb? No, it can't. [*mime climbing; shake your head*]

Can a horse dive? No, it can't. [*mime diving; shake your head*]
Can a fish walk? No, it can't. [*walk on the spot; shake your head*]
Can a donkey shout? No, it can't. [*put your hands either side of your mouth; shake your head*]
Can a sheep sing? No, it can't. [*mime performing; shake your head*]

But a cow can dance! Oh yes, it can. [*dance and nod your head*]
A cow can dance a calypso! Moo! Moo!
A cow can dance a calypso! Moo! Moo!
A cow can dance a calypso!

Unit 6 Lesson 5

My Favourite Animal Song 🎧 2-53

What's your favourite animal?
A bat! A bat! It can fly. It can fly. [*mime flying*]
What's your favourite animal?
A fox! A fox! It can run. It can run. [*run on the spot*]
What's your favourite animal?
A frog! A frog! It can jump. It can jump. [*jump up and down*]
What's your favourite animal?
A squirrel! A squirrel! It can climb. It can climb. [*mime climbing*]
What's your favourite animal?

Unit 7 Lesson 3

Pasta for the Picnic 🎧 3-06 🎧 3-56

I like pasta. Pasta, pasta. [*smile and nod your head*]
Pasta for the picnic, please. [*thumbs up*]
I don't like pasta. No, no, no. [*frown and shake your head*]
But I like chicken. Chicken, oh. [*smile and nod your head*]
Chicken for the picnic, yeah, yeah. [*thumbs up*]
Chicken for the picnic, please.

I like cheese. Cheese, cheese. [*smile and nod your head*]
Cheese for the picnic, please. [*thumbs up*]
I don't like cheese. No, no, no. [*frown and shake your head*]
But I like salad. Salad, oh. [*smile and nod your head*]
Salad for the picnic, yeah, yeah. [*thumbs up*]
Salad for the picnic, please.

I like rice. Rice, rice. [*smile and nod your head*]
Rice for the picnic, please. [*thumbs up*]
I don't like rice. No, no, no. [*frown and shake your head*]
But I like bread. Bread, oh. [*smile and nod your head*]
Bread for the picnic, yeah, yeah. [*thumbs up*]
Bread for the picnic, please.

I like milk. Milk, milk. [*smile and nod your head*]
Milk for the picnic, please. [*thumbs up*]
I don't like milk. No, no, no. [*frown and shake your head*]
But I like yogurt. Yogurt, oh. [*smile and nod your head*]
Yogurt for the picnic, yeah, yeah. [*thumbs up*]
Yogurt for the picnic, please.

Unit 7 Lesson 5

What's Wrong? Song 🎧 3-11

Ice cream, ice cream. I like ice cream! [*pretend to lick an ice cream*]
Sweets, sweets. I like sweets! [*pretend to unwrap sweets*]
Chips, chips. I like chips! [*pretend to eat chips*]
I like ice cream, sweets and chips!

Oh! What's wrong?
I feel sick. [*make a face*]
Oh! What's wrong?
My tummy hurts. [*hold your tummy*]

Water, water, water please! [*pretend to drink water*]
Thank you! I'm OK. [*thumbs up*]

Unit 8 Lesson 3

Let's Play Together Song 🎵 3•26 🎵 3•57

I've got a football. [*nod your head*] I haven't got a goal. [*shake your head*]

I've got a goal! [*nod your head*] Let's play together. [*high five the person next to you*]

I've got a board game. I haven't got counters.

I've got two counters! Let's play together.

Chorus

It's fun to play, to play with you. [*point to the person next to you*]

Let's play together. [*high five the person next to you*]

It's fun to play. It's great with two. [*hold up two fingers*] Let's play together.

I've got a canoe. I haven't got paddles.

I've got two paddles! Let's play together.

I've got rollerskates. I haven't got a helmet.

I've got two helmets! Let's play together.

Chorus

Let's play together. Let's play together. It's great with two!

Unit 8 Lesson 5

Hula, Hula, Hula Song 🎵 3•31

I've got a skateboard. [*mime skateboarding*]

Hey! Watch me! Hey! Watch me!

I've got a skipping rope. [*mime skipping with a rope*]

Hey! Watch me! Hey! Watch me!

I've got a trampoline. [*jump up and down*]

Hey! Watch me! Hey! Watch me!

I haven't got a skateboard. I haven't got a skipping rope. [*shake your head*]

I haven't got a trampoline. But hey, watch me ...

I've got a hula hoop, a hula hoop, hula hula hula hula hoop. [*mime hula-hooping*]

I've got a hula hoop, a hula hoop. You can do it too! [*point to the person next to you*]

Hula, hula, hula, hula hoop. You can do it too!

Hula, hula, hula, hula hoop. You can do it too!

Christmas Eve

Jingle Bells Song 🎵 3•45

Look it's Santa Claus, [*point*] riding through the snow. [*pretend to be holding reins*]

Look it's Santa Claus, [*point*] riding through the snow. [*pretend to be holding reins*]

Oh jingle bells, jingle bells, jingle all the way. [*pretend to ring a bell*]

Santa Claus is riding, riding in a sleigh. [*pretend to be holding reins*]

Oh jingle bells, jingle bells, jingle all the way, [*pretend to ring a bell*]

Santa Claus is bringing gifts on Christmas day. [*pretend to give a present to the person next to you*]